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ABSTRACT

This document reports on the development and field testing of a curriculum for persons interested in the caregiving field. The curriculum is designed to encourage students who are economically disadvantaged, ethnic minorities, or limited English proficient to seek training that will equip them with the education, skills, and background information necessary for employment as caregivers or for family caregiving responsibilities. The following components of the curriculum are described: needs assessment, rationale, goal, target population, curriculum design and content, cost analysis, learning objectives and outcomes, the learning environment, lesson outlines, evaluation, and revision. The learning objectives and lesson outlines cover the following five topics: caregiving, human development, field work, safety and wellness, and business aspects of a caregiving career. Other contents of the document are as follows: recommendations and conclusions, caregiver career ladder, marketing/promoting the program, advisory committee, a resource list containing 180 citations, and definition of terms. Eleven appendices make up more than half the document: labor market projections, intergenerational care provider course outlines, information from the Secretary's Commission on Achieving Necessary Skills (SCANS), an example of a questionnaire, forms, endorsement of the curriculum, samples of recruitment efforts, California legislation regarding the project, an articulation agreement, brochures for the course, and student data. (KC)

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ED 374 239

Los Angeles Mission College

Intergenerational Care Provider

Core Course and Certificate Program

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Contract/Agreement Numbers 92-0054 and 93-0063

This document contains reports made pursuant to contract/agreement number 92-0054 and 93-0063 for curr development and field testing as outlined in the Lifespan/Life Management Intergenerational Care Provider These two related projects were awarded to Los Angeles Mission College by the California Community Coll Chancellor's Office. The projects are supported by the Carl D. Perkins Vocational Education Act grant with following funding sources: VATEA, VESP Title II A, Title III B, State Leadership, CHE.

The Chancellor's Office of the California Community Colleges sponsored these grants, but the report does no necessarily represent the views of the Chancellor, his employees, or the state of California. The Chancellor, California, his employees, contractors, and subcontractors make no warranty, express or implied, and assum liability for the information in this report and will not knowingly infringe upon privately owned rights.

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Intergenerational Care Provider

CURRICULUM REPORT

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Executive Summary

Los Angeles Mission College is the recipient of a grant to develop and field test curriculum for individuals interested in the caregiving field. The curriculum is designed to encourage economically disadvantaged, ethnic minorities, limited English proficient students to seek training which will equip them with the education, skills, and background necessary for gainful employment as caregivers. Additionally, the curriculum is intended to address family issues and the concerns of the in-home care provider since many care providers manage the occupation of homemaker while providing care for others in the home.

Employment projects from the Bureau of Labor Statistics show that home health care workers, personal and home care aides and human service workers are among the top ten occupations with the fastest job growth in California from now until 2005. Over seven thousand jobs are projected in the Los Angeles area alone.

The vision of this project is to create an interdisciplinary caregiver curriculum which would provide certification and continuing education. Already, this curriculum fulfills this vision by meeting the new fifteen hour preventative health practices, first aid and CPR requirements as outlined in California State Assembly Bill 962. Beginning January 1995, these requirements mandate training for each licensed family day care home provider and at least one director or teacher at each child day care facility.

The curriculum consisted of a core course that covers the following topics: 1) Caregiving - introduction to caregiving occupations, with topics on nutrition, community resources, emergency preparedness, control of infectious diseases and meal preparation, 2) Human Development - overview of human development including topics on aging, emotional concerns of caregivers and cultural diversity, 3) Field Work - participation in the activities of a caregiving facility, 4) Safety & Wellness - certification and training in adult/child/infant cardiopulmonary resuscitation, first aid, safety and wellness, and 5) Business Aspects - creation of a career plan, with emphasis on improved communication, interviewing skills and time management.

All components of the curriculum are planned to help bolster students' self esteem, expand their knowledge of careers in the human services profession, reduce the barriers to success normally associated with underrepresented students, encourage gender equity and link them to a city-wide industry network.

Acknowledgements

This report is the culmination of approximately two years of activity by the Lifespan/Life Management Intergenerational Care Provider Curriculum Design Team. Their remarkable efforts, in spite of a major southern California earthquake that disrupted services, impeded travel, and dislocated many classes, have brought the project to completion. Special acknowledgement is given to Astoria Convalescent Hospital for offering a room to conduct classes while our program was displaced due to the earthquake.

The Intergenerational Care Provider project director and coordinator would like to thank the Lifespan/Life Management Intergenerational Care Provider advisory committee, design team, site facilitators and instructors for their time, expertise, and special contributions to this study.

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Introduction

Remarks

Recently released data from the California State Employment Development Department shows careers in the caregiving industry listed in the top ten occupations with the fastest growth (Appendix A). With the care provider curriculum and certificate now in place, the network of 107 community colleges is perfectly positioned to provide the training necessary to increase the pool of professionally trained caregivers within California.

Philosophy Statement

The caregiving curriculum is designed to encourage economically disadvantaged, ethnic minorities, senior citizens, displaced homemakers, displaced workers and limited English proficient students to seek training which will equip them with the education, skills and background necessary for gainful employment as caregivers. This curriculum may attract individuals that can identify with the field of caregiving who may otherwise avoid a college education. Because the caregiving industry is psychologically less threatening to many underrepresented students; it may be their initial access to higher education.

Mission of the Community Colleges

The intent of this curriculum fits the California Community Colleges' educational mission which affirms the principle that individuals should have opportunities to develop their full potential and that the community colleges should be accessible to all individuals who have the capacity and motivation to profit from higher education. The curricula and services at the college provide the means for fulfilling the promise of open access.

Curriculum Model - Components of the Curriculum

The following curriculum model was developed as the conceptual framework for the "Intergenerational Care Provider" core course. The seven components of the curriculum model show the process used in developing the curriculum. By including this curriculum design, it is our intent that community colleges wishing to replicate the curriculum have sufficient evidence of a thoroughly researched curriculum which is adaptable to local needs.

Components of Curriculum

I. **Needs Assessment/Rationale** - The need for the curriculum is based not only on a local need, but on state-wide and national needs so that maximum job mobility is guaranteed to students investing the time and money necessary to acquire the competencies for a certificate or associate degree.

II. **Goal of Program/Target Population** - The program goal statement is based on broad visionary principles for a targeted population which is consistent with the mission of the college. The goal is the underlying belief to which the objectives, activities, learning environment, resources, outcomes and evaluations are aligned.

III. **Curriculum Design/Content** - Curriculum design is based on the conceptual framework as outlined in the curriculum model (Figure 1) and incorporates on-going evaluation and revision throughout the curriculum process. The content defines the number of units and the course topics as identified by a state-wide advisory committee and incorporated into the course outlines presented to the curriculum committee (Appendix B).

IV. **Cost Analysis** - A cost analysis must be an integral component of curriculum design because of the fiscal realities that are facing all levels of government funding. Curriculum must be fiscally responsible to the avenues of support, the taxpayer. It is at this level of curriculum development that a cost analysis is performed and a decision is made whether to continue to the next time intensive steps of developing learning objectives and lesson outlines.

V. **Learning Objectives/Outcomes** - Learning objectives are outcome based and address higher level thinking skills. Objectives define 1) what the learner should be able to do, 2) under what conditions and 3) how the evaluation process will occur.

VI. **Lesson Outlines/Learning Environment** - Lesson outlines are the detailed plans that align the objectives, activities, learning environment, resources, outcomes and evaluation. Lessons will incorporate the necessary job skills identified by industry in the Secretary of Labor's "SCANS" report (Appendix C).

VII. **Evaluation/Revision** - The assessment process includes on-going formative evaluations and a summative portfolio evaluation. Evaluations are not only completed by faculty, but include peer evaluations. Revisions are made based on evaluations and field test recommendations.

I. Needs Assessment and Rationale

Needs Assessment

The needs assessment preceded the development of curriculum so that a direct link was established for graduates of the program to jobs, entrepreneurial opportunities or a transfer sequence to the university. It is the responsibility for institutions of higher education to objectively evaluate labor market projections when developing new curriculum. Curriculum committees at the community college level and taxpayers are looking very closely and demanding justification for new curriculum because of the fiscal constraints confronting the state's budget.

To substantiate the necessity for the Lifespan/Life Management Intergenerational Curriculum, we examined three areas: 1) labor market projections, 2) business owners/managers perceptions for the need of educated caregivers, and 3) the existence of curriculum within the community college system.

1. Labor Market Projections

Labor market projections for the state clearly indicate that the care providing industry is in a growth cycle. Projections in California for the years 1990-2005 show caregiving in the top ten occupations with the fastest growth. These statistics are from the Labor Market Information Division of the California Employment Development Department (Appendix A). Graduates of the lifespan/life management intergenerational certificate program can expect to find employment opportunities in the following occupations:

Care Provider - Employment Opportunities			
Occupation	Top Code [1]	OES Code [2]	Projected [3] Employment
Home Health Care Workers	1203.80	660110	1,030
Personal and Home Care Aides	2104.00	680350	300
Human Service Workers	2104.00	273080	1,220
Child Care Workers	2107.10	680380	1,550
Housekeeping	3005.00	670020	3,250
Totals			7,350

These figures are based on projections of occupational demand from existing employers and do not include private household employees. Since these statistics are benchmark projections, each region of the state may vary. Emerging trends such as decrease in the length of hospital stays and the increase of elderly population influence the exactness of these figures.

2. Business Owners/Managers Perceptions

Class Survey

Surveys were distributed to forty-one people attending a class for administrators of residential care facilities. Sixteen written responses (39%) were collected. Of the sixteen responses, fifty percent would pay $1,000 or less per month to college certified caregivers, forty-four percent were willing to pay over $1,000 a month for the educational experience, and six percent did not respond. Thirty-one percent indicated that they would pay higher wages to college certified personnel, thirteen percent would not

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1 TOP Code is the Taxonomy of Programs (TOP), a system for classifying community college vocational education programs.

2 OES Code is a system for classifying occupations produced by the United States Bureau of Labor Statistics for the Occupational Employment Statistics (OES) Survey.

3 Sum of job openings resulting from job growth and labor force separations.

necessarily pay the higher wages just because of college certification, fifty percent did not currently have employees and felt they could not make the decision, and six percent did not respond. Yet, sixty-three percent indicated that they would hire college certified personnel over untrained individuals, twenty-five percent indicated that other factors enter into their hiring decisions and that college certification would not be the deciding criteria, six percent responded that they would not hire college trained personnel over untrained individuals, and six percent did not respond to the question.

Questionnaire

Five hundred questionnaires were sent in the spring of 1993 to care providers in the Los Angeles Mission College service area to determine industry trends, employable skills, and business profiles. (Appendix D) Six percent of the questionnaires were returned using the postage paid response card.

The majority of the care providers have been in business from ten to twenty years. One-third of the providers have over one hundred clients. Over half of the businesses had under fifteen employees. The following paragraphs are a statistical analysis of the returned questionnaires.

Thirty-two surveys were returned (6%). Of the thirty-two responses 15.6% (five) had between zero and five employees, 31.3% (ten) had between six and ten employees, 22% (seven) had between eleven and fifteen employees, 6.25% (two) had between sixteen and twenty employees. 15.6% (five) had between twenty-one and twenty-five employees, 3% (one) had over twenty-five employees and 6.25% (two) did not respond to the question.

Of the thirty-two returned questionnaires 13% (four) had been in business from zero to five years, 13% (four) had been in business between six to ten years, 9% (three) had been in business between eleven and fifteen years, 28% (nine) had been in business between sixteen and twenty years, 19% (six) had been in business between twenty-one and twenty-five years, 3% (one) had been in business between twenty-six to thirty years, 9% (three) had been in business between thirty-six to forty years, 3% (one) had been in business over forty years and 3% (one) did not respond to the question.

Of the thirty-two returned questionnaires 13% (four) had between zero and twenty-five clients, 13% (four) had between twenty-six and fifty clients, 15% (five) had between fifty-one and seventy-five clients, 9% (three) had between seventy-six and one hundred clients, 19% (six) had between one hundred one and one hundred twenty-five clients, none had between one hundred twenty-six and one hundred fifty clients, 3% (one) had between one hundred fifty-one and one hundred seventy-five clients, none had between one hundred seventy-five and two hundred clients, 15% (five) had over two hundred clients, and 13% (four) did not respond to the question.

Of the thirty-two returned questionnaires 3% (one) had charged between zero and one hundred dollars, 15% (five) charged between one hundred one and two hundred dollars, 13% (four) charged between two hundred one and three hundred dollars, 13% (four) charged between three hundred one and four hundred dollars, 6% (two) charged between four hundred one and five hundred dollars, 3% (one) charged between five hundred one and one thousand dollars, 3% (one) charged between one thousand one and two thousand dollars, 3% (one) charged over two thousand dollars, and 41% (13) did not respond to the question.

Of the thirty-two returned questionnaires 94% (thirty) completed the skills/trends comment section. The predominant trends that were mentioned were increased demand for caregiving services and professionalization of the field through increased educational requirements. It was further noted that employers not only look for a positive professional attitude when hiring, but for some education in the caregiving field.

Seventy-five percent of respondents indicated that they would want a list of students completing the training program; thirteen percent were not interested in the list and twelve percent did not respond. Ninety-one percent indicated that they would use an intern or volunteer from our training program, three percent did not respond to the question. Sixty-nine percent indicated they would pay a higher salary to individuals that had college training and certification, three percent said they would not pay the differential, and twenty-eight percent did not respond.

3. Existence of Curriculum

The results (Appendix E) of a questionnaire distributed to the California Community Colleges and a review of the Home Economics Program Plan 1992 indicate that there was not an intergenerational certificate in place within the community college system.

Of the 107 community colleges in the state of California, thirty-five colleges responded to the request for information regarding intergenerational programs. Eight colleges sent related curriculum, but none had intergenerational programs. One college had a twenty-one unit Certificate of Competence - Family Day Care, one college had an eighteen unit Certificate of Achievement - Nanny/Household Management, and two had Certificates of Achievement - Life Management.

Rationale for Curriculum Development

After reviewing employment trends, analyzing local caregiving business expectations, and surveying community colleges for existing courses, a need was established and an intergenerational curriculum was developed to serve as state-wide model. This curriculum is based on input from an interdisciplinary advisory committee that included representation from the community, business, governmental agencies and educational institutions. The intergenerational curriculum should prove to be a viable model at the local, state and national levels because of the extensive field testing in both urban and suburban settings.

The content of the caregiving curriculum prepares students for jobs in the caregiving industry by incorporating the Secretary of Labor's "SCANS" (Secretary's Commission on Achieving Necessary Skills) competencies into the curriculum's activities. The SCANS competencies are labeled in the curriculum as transition skills, since they are important in the transition from school to work and are transferrable from job to job.

The labor market projections indicate that careers in the caregiving industry are currently available and that demand for trained care providers will escalate. Additionally, community resource and referral agencies and the Department of Social Services (Appendix F) have supported and endorsed the need for this curriculum.

II. Goal of Program and Target Population

Goal

The program's goal is to develop a Lifespan/Life Management interdisciplinary caregiver curriculum with an intergenerational caregiver certificate. This curriculum lays the foundation of education and skills necessary for individuals interested in employment, entrepreneurial opportunities or household management related to the caregiving field. Students are provided with opportunities for hands-on supervised field work and exposure to public policy issues. All components of the caregiver curriculum are planned to attract underrepresented students to higher education, help bolster students' self-esteem, expand their knowledge of careers in the human service profession, reduce the barriers to success normally associated with underrepresented students, and link them to a city-wide social and industry network.

Target Population

In general the target population for the recruitment of students for the caregiver certificate was economically disadvantaged, ethnic minorities, homemakers, displaced workers, Greater Avenues to Independence (GAIN) participants, limited English proficient individuals, and all individuals interested in the care of others.

III. Curriculum Design and Curriculum Content

Curriculum Design

The curriculum content was based on recommendations from an interdisciplinary/interagency advisory committee consisting of representatives from education, private and public agencies, business and industry, and the community. The curriculum design is outcome oriented and stresses higher level thinking processes, transferable skills, and industry standards.

Industry standards of Total Quality Management (TQM) and Continual Process Improvement (CPI) are being adapted in educational arenas. Quality is dependent upon an effective and on-going evaluation process. This curriculum design stresses the importance of not only student evaluation, but faculty evaluations as well. A variety of student assessment techniques is important. Student evaluations of faculty's performance can provide the basis of staff development workshops. These workshops are important to a program's success because instructors are agents of educational change and ideally should foster a climate conducive to student's growth and development.

An awareness of the targeted population affects the curriculum design. The adult learner brings life experiences to enrich classroom discussions; but they also have tremendous pressures affecting their lives. Adult learners are task oriented and expect results. These older students often have specific goals in mind when enrolling in a course; therefore, the course content must be relevant to their goals.

Curriculum Content

The content of core curriculum is a response to unmet training needs within the caregiving industry and will satisfy state licensing or continuing education requirements for Family Day Care Providers as outlined in Assembly Bill 962 (Appendix H). The Intergenerational Care Provider core course consists of five "one-unit" modules.

Caregiving Module one consists of an introduction to caregiving, community resources, nutrition, meal preparation, sanitary food handling, training in childhood/elder care, emergency preparedness/evacuation, control of infectious diseases, and injury prevention.

Human Development	Module two consists of an overview to human development, aspects and issues of aging, psychosocial impacts of caregiving, physical fitness and recreational activities, diversity, social/emotional issues, and client assessment.
Field Work	Module three consists of field work in child care and elder care, group discussion, on-site observation and evaluation.
CPR/ First Aid	Module four consists of certification for infant, child, adult cardiopulmonary resuscitation, first aid, safety and wellness.
Business of Caregiving	Module five consists of career planning, personal development, legal issues, rules/regulations, ethics, insurance, rights/responsibilities, work performance standards, grooming, communication skills, decision making, problem solving and time management, and the interview process.

Certificate Program

The Intergenerational Care Provider class is the introductory course for the Intergenerational Caregiving Certificate. This is a twenty or twenty-one unit certificate depending on the courses selected. The certificate consists of the following courses:

Family and Consumer Studies 39	Intergenerational Care Provider	5 units
Food Service Management 101	Food Production	4 units
Family and Consumer Studies 38 and/or	In-home Elder Care (2 units)	1 or 2 units
Child Development 60	Introduction to Family Child Care	
Cooperative Education 931	Work Experiences in Elder and Child Care	3 units
Family and Consumer Studies 37 and/or	Training for Gerontological Services	3 units
Child Development 1 **	Child Growth and Development	
Family and Consumer Studies 30	Family Relationships	2 units
Family and Consumer Studies 70	Development of Community Projects	2 units

** In order to meet the six unit licensing requirement for employment in early childhood programs, Child Development 3 or 4 is highly recommended.

IV. Cost Analysis

Analysis of resources, start-up costs, faculty salaries/benefits, facilities, alternative delivery systems, instructional television, interactive emerging technologies, and the potential for continued funding are all issues that must be addressed. The cost analysis is an important step in curriculum development and should not be the last phase in the process. The justification for in-depth development of curriculum activities is established by comparing the needs assessment with the cost analysis data.

The budget crisis confronting the community college system negatively impacts the number of new course offerings. Los Angeles Mission College overcame the budget obstacles for continuing the Intergenerational Certificate courses by partnering with the Los Angeles Recovery Project Program and a special grant awarded to the Greater Avenues for Independence (GAIN) program.

In addition to the previously mentioned funding alternatives, offering classes through contract education is another viable option. Although the price of the course offered on a contract basis is more expensive to the student, it is usually less than private providers charge. These funding alternatives provide a way to offer needed courses.

V. Learning Objectives/Outcomes - Intergenerational Care Provider Course

MODULE ONE: Caregiving

Objective 1 Students will have an understanding of career opportunities in the caregiving industry, develop awareness of community resources available to caregivers, recognize the importance of cultural diversity and examine the uses of technology in fighting illness after participating in class activities and summarizing their understanding in journal entries. Evaluations are based on completeness of the journal, class participation, attendance and quality of required critiques.

Objective 2 Students will analyze the different lifestyles for healthy aging, identify the foods necessary for optimum health, summarize emergency procedures, and examine practices necessary to operate a safe kitchen. Evaluations are based on completion of in-class and homework assignments, a summary and check-list of emergency preparedness and demonstration of understanding as evidenced in the quality of the journal entries.

Objective 3 Students will visit and evaluate an Intergenerational Day Care Center watching for correct body mechanics used in these settings, discussing their educational philosophy, and inquiring about the availability of other community resources. Evaluations are based on the depth of understanding of students' conclusions reached in their written critique of an intergenerational center.

MODULE TWO - Human Development

Objective 1 Students will describe and analyze the developing person at different periods in the lifespan giving students a perspective on the changes that occur during an individual's life from birth to death. Evaluations are based on student's ability to create a personal history, develop a time line that compares the diversity of three generations and to understand human development across the lifespan.

Objective 2 Students will examine the cause or sources of developmental change and the reasons for disturbances in the developmental process. Evaluations are based on curriculum designs completed by the participants.

MODULE THREE - Field Work

Objective 1 Students will extend their theoretical classroom knowledge to practical workplace experience by comparing, contrasting and drawing conclusions about the quality of programs they encounter during their field work experience. Evaluations are based on completion of the fifty-four hour field work requirement and class participation.

Objective 2 Students will tentatively decide on an educational career path leading to careers with children, elders, intergenerational programs or careers outside the care providing industry. Evaluations are based on completion of a tentative or definite career path.

MODULE FOUR - CPR/First Aid/Safety/Wellness

Objective 1 Students will be able to verbalize and demonstrate skills in emergency preparedness, accident prevention and first aid. Evaluations are based on successfully passing written examination and demonstration of first aid practices.

Objective 2 Students will be able to verbalize and demonstrate skills in lifesaving techniques of cardiopulmonary resuscitation (CPR) and use of protective CPR barrier devices for adult, child and infant. Evaluations are based on successfully passing a written examination and skills test.

MODULE FIVE - Business of Caregiving

Objective 1 The students will identify, document in written format and include in a handbook class activities that illustrate the essential academic and performance skills for a chosen career in the caregiving industry. Evaluations are based on quality and completeness of handbook.

Objective 2 The students will develop a portfolio which includes a personal development plan to gain employability skills or entrepreneurial skills with an emphasis on building the students' self esteem. Evaluations are based on quality and completeness of portfolio.

Objective 3 The students will examine the business aspects of the caregiving industry from either the employer or employee perspective by listening to lectures and participating in discussions of the elements of an operational business plan.

VI. Learning Environment/Strategies and Lesson Outlines

Learning Environment/Strategies

Maximum educational growth will occur if instructors address the many different learning styles of students. The National Institute for Staff and Organizational Development (NISOD) states that educational research demonstrates that learning increases as more senses are involved in the learning process. Dr. Howard Gardner, Professor of Education at Harvard University, has categorized seven methods of processing information: 1) linguistic, 2) logical-mathematical, 3) intrapersonal, 4) musical, 5) spatial, 6) bodily-kinesthetic, and 7) interpersonal. Currently, instructors predominately use the linguistic and logical-mathematical intelligences for assessments, class activities and teaching methodologies. Results from the field test indicate that any restructuring efforts must include curriculum that is more thematic, constructive, hands-on and interactive. Instructional strategies must address all seven methods of processing information to insure that learning styles of all students are met.

As more and more attention is given to team effort and pooling of knowledge in the workplace, it becomes counterproductive to focus so much attention on developing isolated skills; therefore, the following strategies should bring balance to the learning environment: role playing, field trips, field work, collaborative learning, one-to-one counseling, demonstrations, guest speakers, panel discussions, learning logs, interviews, surveys, computer technology, lecture and individual research.

Students learning styles differ. We must incorporate a variety of methods and strategies into instructional activities for maximum learning. It is important that students and instructors understand their own learning style. Two learning style questionnaires that can be used to do an informal analysis of an individual's learning style are "Learning Style Questionnaire" (McWhorter 1992) and "Adult Learning Style Profile" (Barsch).

Lesson Outlines

The following lesson outlines presented on the Objective Planning Form show the alignment of the instructional components including objectives, lesson activities, learning environment/strategies, resources, outcomes, evaluation and transition skills. The activities incorporate the higher level thinking skills as noted in Bloom's Taxonomy and Dr. Guildford's "Structure of the Intellect." These higher level thinking skills are transferable to the workplace and are skills employers expect. It is imperative that new curriculum adequately prepare students for the highly competitive world of work by stressing critical thinking and creative problem solving. Workers need training that prepares them to meet current, new and emerging job requirements.

Module 1

Objective Planning Form

Objective 1: Students will have an understanding of career opportunities in the caregiving industry, develop awareness of community resources available to caregivers, recognize the importance of cultural diversity and examine the uses of technology after participating in class activities and summarizing their understanding in journal entries.

Instructional Activities	Learning Styles/Strategies	Resources	Outcomes	Evaluation
Facilitate student groups as they interview each other to find out what brought them to the class and to identify their classmate's goals. Classmates will introduce each other to the class.	Icebreaker.		Students identify goals and enhance their communication skills while improving their self-esteem.	Watch for student participation during the interview and class presentation of classmates names and goals.
Discuss caregiving industry, career ladders, educational requirements, and caregiver statistics.	Class discussion Brainstorming techniques		Write on a flow chart characteristics of a caregiver and what it means to them and participate in class discussions.	Class evaluates outcomes.
Convene a panel covering cultural diversity.	Open atmosphere		Greater understanding of culture in family life as evidenced in journal entries.	Instructor and peer evaluations..
Invite speaker from a clinical laboratory.	Charts, video, wrote on board.	Doris Braton, R.N.C.I.C.C.P.H.Q. Biopath Clinical Laboratories 7636 Burret Ave. Van Nuys 91402 (818) 780-3300	Summary of three main topics they learned from speaker that shows how technology is used today in fighting illness..	Oral evaluations of the speaker by students.

Transition Skills:

Reading	**Computation**	**Learning to Learn**	**Self-Esteem**	**Leadership**
Speaking	**Adaptability**	**Problem Solving**	**Goal Setting**	**Team Building**
Writing	**Decision Making**	**Thinking Creatively**	**Applying Technology**	**Analytical Skills**
Listening	**Negotiating**	**Interpersonal Skills**	**Time Management**	

Module I

Objective Planning Form

Objective 2: Students will analyze the different lifestyles for healthy aging, identify the foods necessary for optimum health, summarize emergency procedures for fire and earthquake, and examine practices necessary to operate a safe kitchen.

Instructional Activities	Learning Styles/Strategies	Resources	Outcomes	Evaluation
View video which shows examples of aging that involves exercise and nutrition and older active people	Audiovisual Class Discussion Writing - Journal Entries	"Healthy Aging" video Box 37 Coventry, CT 06238	Students will have an awareness that healthy aging doesn't just happen It takes work and involvement	Instructor observes students' participation in class discussion of the video and evaluates journal entries.
Complete meal planning booklet by the dairy council View video on food pyramid and participate in classroom discussion	Learn how to incorporate the food pyramid in meal planning through interactions	Dairy council booklet "Food for a healthy heart" and "Making Meals Matter" for your child and video "The New Food Guide Pyramid" from EVN 1-409-295-5767	Students will be conscious of what is incorporated in a healthy diet as demonstrated by planning a nutritionally balanced meal	Homework given to complete the dairy council's book and/or prepare a nutritionally balanced meal for family
Listen and dialogue with speaker from the fire department	Professional demonstration in emergency procedures	Fire fighter Killian Los Angeles Fire Department (818) 756-9671	Students demonstrate awareness of safety precautions in case of an emergency by completing emergency preparedness checksheet	Instructor evaluates check list of emergency preparedness for completeness
Practice kitchen safety after viewing video Record written comments about the importance of kitchen safety and sanitation in journal	Audio-visual and tactile	Video "Kitchen Safety and Sanitation" by Meridian ME-202	Students demonstrate safe kitchen practices and record in their journal the importance of kitchen safety and sanitation.	Instructor observes student demonstrations on kitchen safety and evaluates written comments about video and class discussion

Transition Skills:

Reading	Computation	Learning to Learn	Self-Esteem	Leadership
Speaking	Adaptability	Problem Solving	Goal Setting	Team Building
Writing	Decision Making	Thinking Creatively	Applying Technology	Analytical Skills
Listening	Negotiating	Interpersonal Skills	Time Management	

Module 1

Objective Planning Form

Objective 3: **Students will visit an Intergenerational Day Care Center. During the visit, students will watch for correct body mechanics used in these settings, discuss with staff members the center's educational philosophy, and inquire about the availability of other community resources. The students will analyze their observations and write a critique of the experience**

Instructional Activities	Learning Styles/Strategies	Resources	Outcomes	Evaluation
Field trip to Intergenerational Day Care Center (I.D.C.C.)	Observation Interviewing strategies	O N E (J.O.Y.) Intergenerational Center, 17400 Victory, Van Nuys, CA	Students will critique the center discussing successful attributes and any deficiencies.	Instructor will evaluate written critique Peer evaluations will occur through informal group discussions
Participate in field work at a physical therapy department in a hospital. Watch demonstrations in correct body mechanics.	Demonstration and trainee practice	Valley Presbyterian Hospital Vanowen St , Van Nuys (818) 902-2941	Students demonstrate techniques to help a client in and out of a wheel chair and bed.	Instructor reads and comments on the student's critique of the experience as recorded in their journal
Discuss availability of community resources and preparation of a goody bag	Problem solving Brainstorming session Creative thinking	City of Los Angeles, Department of Aging Resource Book and AARP pamphlets (counseling needs) "I wonder who else can help" and memory guide "Now where did I put my keys "	Familiarity with resources in the community and preparation of a "goody-bag" of age appropriate activities.	Instructor checks for completeness of community resources and observes brainstorming session to expand the list of community resources
Discussion and evaluation of module and instructor.	Feedback		Students will produce a written evaluation of the class and instructor. They will critique their own learning and suggest ways for self-improvement.	Instructor will review written evaluation of module and listen to students comments during group discussions

Transition Skills:

Reading	**Computation**	**Learning to Learn**	**Self-Esteem**	**Leadership**
Speaking	**Adaptability**	**Problem Solving**	**Goal Setting**	**Team Building**
Writing	**Decision Making**	**Thinking Creatively**	**Applying Technology**	**Analytical Skills**
Listening	**Negotiating**	**Interpersonal Skills**	**Time Management**	

Module 2

Objective Planning Form

Objective 1: Students will describe and analyze the developing person at different periods in the lifespan giving students a perspective on the changes that occur during an individual's life from birth to death.

Objective 2: Students will examine the cause or sources of developmental change and the reasons for disturbances in the developmental process.

Instructional Activities	Learning Styles/Strategies	Resources	Outcomes	Evaluation
Review and discuss how different theoretical perspectives affect or determine the research and applications that arise from them. Provide an overview of intergenerational programs for the student to evaluate and review.	Audio/visual, lecture, article review and reaction, Small group task orientation, Large group review and discussion, Cooperative Games Demonstration	Handouts, articles, current research and review of theoretical work of Freud, Piaget, Maslow, Vygotsky's etc. Emphasis on biological beginnings to early childhood.	Students will create a personal life history and design a time line comparing the contrast and diversity of three generations.	Instructor will review outcome of time line assignment, utilizing this as a method to encourage students to relate their own life experiences to the theoretical research of human development.
Compile a curriculum plan and program schedule based upon theoretical research. Review and discuss perspectives on aging using five different age group observations. Assess curriculum for developmental appropriateness.	Lecture, task orientation for large group, small group discussions reviewing content and process, demonstration	Handouts, issues and trends of research in human development Emphasis on School age children, Adolescents and Adulthood	Students will study through naturalistic observation, informal interaction, personal interview and evaluation five groups of people across the lifespan. Observation groups will include a preschool child, a school-age child, an adolescent, an adult and a senior adult.	Instructor will evaluate assignment design and correlate observational data. Review and evaluate the students' ability to integrate textbook knowledge as it applies to real life.
Organize behavioral data from observational assessment for program design. Coordinate current intergenerational issues and legislation. Review and design developmentally appropriate intergenerational program components. Analyze aspects and dimensions of aging.	Lecture, audio/visual, assessment of various developmental instruments, article review and reaction.	Handouts, articles and current media information, legislation issues, developmental assessments from gerontology, child development and kinesiology.	Students will coordinate and analyze observational data and design curriculum formats based on NCOA and NAEYC developmental appropriate guidelines.	Instructor will evaluate completeness of assignments and class participation and assign an individual letter grade.

Reading	**Computation**	**Learning to Learn**	**Self-Esteem**	**Leadership**
Speaking	**Adaptability**	**Problem Solving**	**Goal Setting**	**Team Building**
Writing	**Decision Making**	**Thinking Creatively**	**Applying Technology**	**Analytical Skills**
Listening	**Negotiating**	**Interpersonal Skills**	**Time Management**	

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Module 3

Objective Planning Form

Objective 1: **Students will extend their theoretical classroom knowledge to practical workplace experience by comparing, contrasting and drawing conclusions about the quality of programs they encounter during their field work experience.**

Objective 2: **Students will tentatively decide on an educational career path leading to careers with children, elders, intergenerational programs or careers outside the care providing industry.**

Instructional Activities	Learning Styles/Strategies	Resources	Outcomes	Evaluation
Work in any of the following centers: intergenerational, child care and adult day care.	Practical industry experience	Local intergenerational day care, child care and adult day care centers	Evaluation of child care and adult day care possibilities	Instructor watches and notes attitudes of students and helps place students in jobs if they are ready.
Discuss work experience in classroom setting	Orally sharing experience Communicating to audience		Self-esteem was raised due to experience in work setting. Group experience in discussion may head off problems in work environment	Instructor observes peer evaluation and discussion of field work.
Plan an "Intergenerational Day" at the college. Invite elders to participate in activities with children in the college's child development center.	Creative thinking Musical experiences		Practical work experience coupled with planning intergenerational day provides students with insight into career goals. Students present a tentative career plan the class.	Instructor observes discussion and evaluates participation levels.

Transition Skills:

Reading	**Computation**	**Learning to Learn**	**Self-Esteem**	**Leadership**
Speaking	**Adaptability**	**Problem Solving**	**Goal Setting**	**Team Building**
Writing	**Decision Making**	**Thinking Creatively**	**Applying Technology**	**Analytical Skills**
Listening	**Negotiating**	**Interpersonal Skills**	**Time Management**	

Module 4

Objective Planning Form

Objective 1: Students will be able to verbalize and return demonstrate lifesaving techniques of cardiopulmonary resuscitation for adult, child and infant and be able to use CPR protective barrier devices.

Instructional Activities	Learning Styles/Strategies	Resources	Outcomes	Evaluation
Lecture and discussion of accident prevention and life saving techniques of CPR and Heimlich maneuver. Universal precautions discussed.	Use of syllabus, charts chalkboard	American Heart Association, Basic Life Support Manual. American Heart Association, Guidelines for Cardiopulmonary Resuscitation	Participants took active part in lecture and discussions.	Participants were given and pass the written and oral exams.
Demonstration of CPR skill. And use of protective barrier devices.	Proper CPR skills were demonstrated on each manikin (adult, child, infant). Microshield and laerdal-mask barrier devises were demonstrated	Laerdal P. O. Box 190 Armonk, New York 10504-0190	Participants demonstrate proper lifesaving techniques.	Participants complete written evaluations of the course, stating how the demonstrations helped in understanding the lifesaving procedures of CPR.
Video Tapes presentation	The video tapes on CPR and the Heimlich maneuver was presented.	Video Tapes: CPR for The Bystander by pyramid Productions tape # 9757 and tape #8002 Spanish/English	Participants summarize information from video tapes and integrate learning from both lecture and video content.	The written evaluations reflect that the video tapes enhanced and clarified the information taught.
Participant return Demonstrations	Cardiopulmonary training manikins were used for the return demonstrations.	Laerdal CPR training manikins adults, child and infant.	Each participant was able to demonstrate skills learned in applying life-saving techniques of CPR & the Heimlich maneuver.	Each participant successfully passed the skills test examination.

Transition Skills				
Reading	Computation	Learning to Learn	Self-Esteem	Leadership
Speaking	Adaptability	Problem Solving	Goal Setting	Team Building
Writing	Decision Making	Thinking Creatively	Applying Technology	Analytical Skills
Listening	Negotiating	Interpersonal Skills	Time Management	

Module 4

Objective Planning Form

Objective 2: Students will be able to verbalize skills and demonstrate skills in emergency preparedness, accident prevention and in first aid.

Instructional Activities	Learning Styles/Strategies	Resources	Outcomes	Evaluation
Lectures and class discussions in emergency preparedness and accident prevention techniques.	Use of syllabus, charts and blackboard.	American Red Cross Standard First Aid book, Syllabus, and Pediatric Emergencies, by Carol Denies Edwards.	Participants take "active" part in the lectures and discussions.	Participants were able to pass the oral and the written examinations
Demonstrations in first aid and accident prevention techniques	Demonstrations given in first aid supplies and equipment	Laerdal manikins, first aid supplies and equipment.	Participants demonstrate first aid practices.	Course participants stated in their written evaluations of the course, that the demonstrations enhanced the courses and clarified procedures
Written examination	A written examination was given at the end of the course.	Written exam based on information from the next, American Red Cross Standard First Aid.	Each participant takes the written exam.	Determine the percentage of participants that pass the written exam

Transition Skills:

Reading	**Computation**	**Learning to Learn**	**Self-Esteem**	**Leadership**
Speaking	**Adaptability**	**Problem Solving**	**Goal Setting**	**Team Building**
Writing	**Decision Making**	**Thinking Creatively**	**Applying Technology**	**Analytical Skills**
Listening	**Negotiating**	**Interpersonal Skills**	**Time Management**	

Module 5

Objective Planning Form

Objective 1: The students will identify, document in written format and include in a handbook class activities that illustrate the essential academic and performance skills for a chosen career in the caregiving industry.

Instructional Activities	Learning Styles/Strategies	Resources	Outcomes	Evaluation
1. Visit caregiving facilities to observe, interview, analyze data, compare and contrast experiences.	Field Trip Field Work	Partnership with community agencies and caregiving businesses	Students will evaluate their field work experience in learning logs and summarize the experience using a "poster" format small group presentation. The entire class compares/contrasts small group experiences.	Written peer reviews recorded on standardized evaluation form.
2. Conduct a staffing needs assessment, analyze data, plan a staffing schedule during small group sessions and debate/defend the merits of the groups' plan at entire class session.	Collaborative Learning Groups	Worksheets	Students will analyze the process of planning a work schedule for a facility that has employees and will include the product of the experience in their handbook.	Work schedules are reviewed and evaluated by instructor and a group grade is assigned.
3. Compile/organize a client booklet and an employee policies/ procedures manual which includes job descriptions, employer/client expectations and contracts.	Lecture Class Discussion	Handouts	Students participate in class discussion by listening and questioning. Complete client booklet and employee policies manual.	Instructor Observation
4. Organize a handbook which includes all class projects.	Individual projects	3 ring binders Divider tabs	Students will compile and organize a handbook of activities which includes a cover page, table of contents and activities.	Instructor will check for completeness, quality and will assign an individual letter grade.

Transition Skills:

Reading	**Computation**	**Learning to Learn**	**Self-Esteem**	**Leadership**
Speaking	**Adaptability**	**Problem Solving**	**Goal Setting**	**Team Building**
Writing	**Decision Making**	**Thinking Creatively**	**Applying Technology**	**Analytical Skills**
Listening	**Negotiating**	**Interpersonal Skills**	**Time Management**	

Objective Planning Form

Objective 2: The student will develop a portfolio which includes a personal development plan to gain employability skills or entrepreneurial skills with an emphasis on building the students' self esteem.

Instructional Activities	Learning Styles/Strategies	Resources	Outcomes	Evaluation
1. Pre and post questionnaire of work performance standards, grooming, individual responsibility, integrity, ethics, and time management principles of the work place.	Survey Demonstrations Audio/Visual Role Play Ethical Dilemma	Guest Speaker/ Models Students actors Films/Videos/ Multimedia	Students demonstrate, debate issues and judge appropriate standards on questionnaire form.	Students collect questionnaire forms, tabulate data and report results.
2. Listen and discuss career planning strategies and SCANS skills necessary for transition to the work place.	Lecture Counselors' assessment instruments One-on-one interview with counselor	Counseling staff	Students will have an individual career plan included in their personal portfolio.	Instructor checks for completeness of portfolio. Counselor observation and remarks.
3. Design a marketing brochure for a business.	Collaborative learning groups with emphasis on kinaestheic and creative learning styles for this activity	Art materials Specialized paper from "Paper Direct"	Students will produce a marketing brochure.	Peer evaluation to determine if the brochure has essential elements and a pleasing design.
4. Write a news release for distribution in local paper advertising the class or contact local radio and T.V. stations for public service announcement advertising upcoming class. Acquire names of local newspaper contacts.	Collaborative groups Panel Discussion	Guest speakers from local media	Students will evaluate articles or public service announcement and choose an article to be submitted for publication in local newspaper, community service class catalog and/or a public service announcement.	Instructor observes the process students use to complete this assignment and records written comments of their observation of the group interaction and dynamics.

Transition Skills

Reading	Computation	Learning to Learn	Self-Esteem	Leadership
Speaking	Adaptability	Problem Solving	Goal Setting	Team Building
Writing	Decision Making	Thinking Creatively	Applying Technology	Analytical Skills
Listening	Negotiating	Interpersonal Skills	Time Management	

Module 5

Objective Planning Form

Objective 3: Students will examine the business aspects of the caregiving industry and design an operational business plan that will be presented in written format using a computer.

Instructional Activities	Learning Styles/Strategies	Resources	Outcomes	Evaluation
1. Formulate a business plan which addresses: 1)accounting procedures, 2) necessary facilities and maintenance, 3) essential equipment, 4) insurance, 5) banking, and 6) networking.	Individual research Computer technology Simulation	Books on business plans Computer software "The Game Plan"	Students will produce a business plan to be included in their handbooks. They will calculate start-up costs and formulate a minimum of one personal or business goal. They will establish a minimum of one business contact.	Instructor will check for completeness, quality and assign an individual letter grade.
2. Review licensing procedures, legal and tax aspects, client/employee/ employer rights and responsibilities, American with Disabilities Act, Sexual Harassment policies, and Title 22 regulations.	Panel Discussion	Guest Speakers	Students will collect any handouts from speakers and organize information into handbook.	Instructor uses a checksheet to inspect for completeness of handbook.
3. Differentiate between required forms: IRS reporting, Franchise Tax Board, Local Resource Center, Alternative Payment Programs, Food Programs, Department of Social Services.	Lecture	Samples of forms	Students will complete a minimum of one form and include it and other forms in handbook.	Instructor checks for completeness and inclusion of forms in handbook.

Transition Skills:

Reading	**Computation**	**Learning to Learn**	**Self-Esteem**	**Leadership**
Speaking	**Adaptability**	**Problem Solving**	**Goal Setting**	**Team Building**
Writing	**Decision Making**	**Thinking Creatively**	**Applying Technology**	**Analytical Skills**
Listening	**Negotiating**	**Interpersonal Skills**	**Time Management**	

VII. EVALUATION

The curriculum was developed with input from an interdisciplinary/interagency advisory committee and then field tested at three sites including Grossmont College in the southern California, American River College in the northern California and Los Angeles Mission College, in Los Angeles County. The purpose of testing the curriculum at three sites is to ascertain if the curriculum meets the professional standards of the caregiving industries in different locales, analyze the newly developed curriculum and provide insights into any necessary curriculum revisions. Recommendations from the field test sites were used to refine the model caregiving curriculum, to update bibliography/resource lists and to improve the dissemination strategy.

This process underscored educational opportunities for underrepresented populations, provided individuals with job skills necessary for occupations in the caregiver industry, shaped the industry's educational requirements and acquainted participants with a career ladder for professional development which builds upon a pattern for lifelong learning.

Results - Curriculum Development

Establishing a design team was a fundamental step in starting the curriculum process. This team consisted of representatives from industry, Department of Social Services, California State University - Northridge, California Polytechnic University - Pomona, Health and Home Economics - State Chancellor's Office, and Child Development, Gerontology, and Nutrition Disciplines - California Community Colleges. The purpose of the design team was to develop a strategic plan to accomplish the grant's objectives, suggest representatives for the larger interdisciplinary/interagency advisory committee and contribute pertinent bibliographies to the resource list .

Critical to the success of this curriculum was the involvement with the Department of Social Services. This agency confirmed that information showing increased educational requirements for in-home caregivers was an emerging trend. From their referrals, we obtained names and invited other Department of Social Service contacts (Appendix F) in northern and southern California to serve on our advisory committee.

A survey was sent to all California Community Colleges to establish the existence of an intergenerational curriculum or certificate. Finding no evidence of this curriculum within the California Community Colleges the larger advisory committee was convened to establish the basis for the intergenerational curriculum. Their recommendations lead to the development and college curriculum committee approval of an intergenerational caregiving curriculum . The curriculum design improves access for underrepresented students and prepares students with skills for entry level jobs, entrepreneurial experiences or for family members with caregiving responsibilities. This core curriculum became the foundation of a twenty unit competency based Intergenerational Care Provider Certificate.

Results - Field Test

The field test at three diverse sites proved to be a valuable component of the curriculum development process, by allowing additional input from students, instructors, site facilitators, and licensing agencies. Instructors from all test sites were invited to Los Angeles Mission College for staff development, joint planning, and an evaluation instrument design session. The consensus at the test sites was that the pilot program was a successful experience and the care provider curriculum is in the forefront of an emerging trend of "educated" in-home care providers.

Fifty-three students were enrolled at the three-field test sites, forty-three females and ten males. A variety of recruitment techniques were used, including press releases, letters, instructor recommendations and announcements. The first aid/CPR module had the largest enrollment, partially due to the fact that the coursework satisfies continuing education requirements for several occupations. (Refer to the marketing section of this report for details and samples of promotional strategies and materials.) The unanticipated six month reduction in the grant's length did not allow sufficient time for the usual recruitment efforts, but all the facilitators at the test-sites showed true professionalism under the new time constraint. Twenty-four students completed the series of modules which is forty-five percent of the number that started. Approximately half of the students completing the program took additional courses in the intergenerational certificate program and one-fourth found employment.

The bilingual component was offered at Los Angeles Mission College, where two students had a limited English vocabulary. Their language needs were accommodated in the majority of the modules with instructors who had a knowledge of Spanish. Peer translators were used when necessary. During the 1994 fall semester, a bilingual interpreter will be present to assist non-English speaking students in the scheduled Intergenerational Care Provider classes at Los Angeles Mission College. One student spoke Chinese at another test-site, but was concurrently enrolled in English as a Second Language course. The percentage of underrepresented students enrolled in the program was sixty-eight percent.

The Business of Caregiving module presented the greatest challenge at all three test sites. Students questioned the intent of the business of caregiving module. When first introduced to this module, many students had the misconception that this module was only for individuals wanting to open a business. Once explained how all the components of this module could be viewed from either the employee or employers perspective, students saw the relevance. Students agreed that the resume writing and interviewing components of this module were extremely valuable experiences and contributed to their sense of accomplishment.

Students at Grossmont College were interested in the First Aid/CPR module. Those that remained for the other modules were students interested in home-based elder care. Since Grossmont College has an established "Nanny" Certificate program which attracts individuals interested in the care of children, none of the students enrolled in the intergenerational core course were interested in careers related to the care of children.

American River College is interested in offering the intergenerational program again, but felt more lead time was needed in order to build a larger student base. Many of the students enrolled in the intergenerational care provider program had completed other coursework at the college and heard about the course through their gerontology professor. American River College's gerontology program was a major source of students for the intergenerational care provider program. Since many of the students had already completed coursework, they were aware of the rigors of a college curriculum. This prior exposure to college level work was one factor that contributed to the highest student retention rate of the three test sites. These students were goal oriented and many were interested in opening care facilities.

This fall semester, Los Angeles Mission College will offer the Intergenerational Care Provider core course because of a joint funding effort on the part of the gerontology program and Greater Avenues to Success (GAIN) program grant. Additionally, this course is planned to be part of the TECH/PREP articulation agreements with local high schools. Los Angeles Mission College reported that approximately one-half of the students completing the intergenerational core course, enrolled in additional courses in the certificate program and one-fourth found employment.

Overall, the students recognized the relevancy of the course, acknowledged their own personal growth, and began to envision their success. The most common complaint was that the courses were not long enough. The following letter underscores the relevance of the training program as it describes how one student saved the life of her son because of the First Aid/CPR training she received. She was able to use the Heimlich maneuver to dislodge food that was caught in her son's throat and restore his free breathing.

> April 14, 1994
>
> I am writing to you to let every one know that right after we completed our CPR course, I had to perform the Heimlich Maneuver on my two-year old daughter.
>
> When it happened, I didn't panic. The course was still fresh in my mind. I grabbed her and gave her two quick upward thrusts. Out came the food and I was very relieved. She is fine and alive. Thanks to Denise Edwards for teaching me CPR.
>
> Sincerely,

Other comments from students showed how the coursework helped raise their self-esteem. The following comments from two students illustrate the positive results achieved as a result of the training:

1) "Finally, I'll be earning money. I feel so good about myself."

2) With tears in her eyes, "I am now earning my own money for the first time. I do not have to take from the government."

Assessment - Students/Instructors

Assessment techniques of student and faculty were woven through-out the field test experience through faculty, peer and self evaluations which were both formative and summative. Engaging students in the formative evaluation process (a strategy that fosters students' growth and mastery of content through continuous evaluation and improvement) was found to elicit the student's best work. The curriculum activities broadened the student's definition of "evaluation" which initially was narrowly viewed as "testing."

The students were assessed by other students or instructors in the following areas: 1) interviews, 2) learning logs, 3) problem solving experiences, 4) written compositions, 5) oral presentations, 6) class presentations, 7) skills demonstrations, 8) portfolio/handbook, 9) peer reviews. Summative evaluations of the portfolio and handbook were part of the final evaluation.

Use of student assessments of instructor performance and course content are positive tools in improving the teaching/learning process. The students at all test sites rated the faculty in this pilot program as exceptional. The site-facilitators are to be commended for their selection of instructors for this pilot project, as they proved to be specialists in their respective fields, sensitive to student needs, and flexible in adjusting to changes due to a decrease in the grant's timeline and a major earthquake. The faculty were true professionals in every sense and integral to the success of this pilot. They enjoyed teaching the subject matter as they felt that they were contributing to the caregiving needs of their community.

Revisions to the Core Course

- The Field Work Module was moved from the last module to the middle module. This placement allows students more time to complete the fifty-four hour field work requirement. (27 hours in child care and 27 hours in elder care).
- More hours were added to the CPR/First Aid/Safety and Wellness Module.
- Additional sections of the First Aid/CPR module will be necessary to meet the demand created by individuals trying to meet the fifteen hour preventative health training requirements for as outlined in Assembly Bill 962. (Appendix H)

Recommendations

The recommendations suggested in this section are the result of an extensive review process, analysis, and summary of grant activities. The suggestions come from a variety of sources including the Subject Area Forums, conferences, advisory committee, design team, instructors, test-sites facilitators, industry representatives and students.

Recommendation Prepare to meet the demand for CPR/First Aid courses due to the enactment of the law established by Assembly Bill 962 which requires specified care providers to have fifteen hours training in preventative health practices. This law goes into effect January 1, 1995 and will most likely create a demand beginning in the fall of 1994.

Recommendation Promote industry standards that support uniform standards/terminology, delineate job descriptions and specify career ladder paths for caregivers on the national level.

Recommendation Recognize the trend for additional state licensing and/or educational requirements for in-home elder care.

Recommendation Improve community, businesses and governmental awareness of the importance and availability of caregiving professionals and the quality care they provide. Promote the concept that day care is not just a place to leave individuals for a few hours, but a quality program that can make each day an enriching experience, not a tedious confinement. Specialized day care programs for infants, preschoolers, youngsters, elders, and the specially challenged should make each day an extension of family life.

Recommendation Affect change by improving awareness of the importance of informed political advocacy, by supporting legislation and models which link training to compensation, and by promoting changes at the policy level that would include care providers as members of the "long-term" care team. Encourage calling the American Home Economics Association - Public Policy Hotline at (703) 706-4627 for twenty-four hour legislative information.

Recommendation Articulate with local high schools for care provider tech-prep programs that assure sensitivity to varied student populations and provide training and classroom materials that foster an awareness of cultural diversity. Several new laws that go into effect in 1995 encourage public education to offer courses that articulate with the intergenerational care provider

curriculum. The law requires that parenting education and child development courses become available to students in junior high school..

Recommendation Produce a brochure that expands and delineates potential career opportunities and correlates the amount of required training to salary expectations.

Recommendation Define salary expectations for students completing the core course, intergenerational certificate, Bachelor's Degree, and advanced degrees. Students should request a minimum hourly rate of $7 with a minimum four hour time block for in-home care. Instructors should provide the rationale for this salary and prepare students to answer objections that are usually raised by potential employers. Educate participants in the psychological aspects of being prepared to justify their salary request (raising standards, professionalization, salary tied to educational accomplishments).

Field Test Recommendation Increase the amount of time for individual classes, rearrange the order of the modules which will allow for sufficient time to complete the field work, and conduct some classes at a care facility.

Field Test Recommendation Provide a practical mix of practice and theory, assign meaningful homework that directly benefits the students (such as gathering the information necessary for writing their resumes, putting together an emergency preparedness kit or planning and preparing a nutritious meal for their family), delineate the expectations of college coursework and establish deadlines, conduct classes at convenient times/locations, and identify resources to support the curriculum.

Field Test Recommendation Use a variety of assessment techniques to give a reliable picture of student achievement rather than test scores alone. Utilize journals, logs, writing samples, student made video presentations, student-teacher conferences, long-term projects, direct observation, and portfolios of student work.

Field Test Recommendation Redesign pre and post questionnaires to incorporate a section that is less subjective. Revisions to the pre/post questionnaire would enhances the reliability since the qualitative data could be measured more precisely. It is suggested to incorporate a section into the evaluation instrument similar to the "Licart Scale" which records answers in the following format: "always, usually, seldom, and never." On the positive side students showed little reluctance to responding to the questionnaire.

Conclusions

Conclusion The care provider curriculum satisfies the health and safety requirements outlined in California Assembly Bill number 962 authored by Assembly Member Alpert. This new law requires that at least one director or teacher at each child day care facility and each licensed family day care home provider have at least fifteen hours of training on preventative health practices. The law stipulates that the personnel maintain a current, unexpired pediatric cardiopulmonary resuscitation card or pediatric basic life support care, and a pediatric first aid care. These requirements become effective January 1, 1995. Completion of this training prior to January 1, 1995 is a condition of licensure or relicensure in many occupations. These requirements help to professionalize the caregiving industry.

Conclusion Evaluations by the test-site facilitators showed that the intergenerational care provider core curriculum was successful. The curriculum, program, and instructors received praise from the course participants. The student evaluations were overwhelmingly positive and stated that the course was extremely beneficial. All the colleges hope to offer the course again, but budget constraints may prevent the entire five unit course from being offered in its entirety at two of the field test campuses. One campus because of partnering efforts will be offering the course in the Fall 1994 semester. These partnering relationships can increase course offerings when money is not available through traditional channels. All the campuses agree that a student recruitment strategy is needed, plus a plan that promotes and educates business owners about the California Community Colleges' training programs for caregivers.

Conclusion The duties that care providers perform include housekeeping, shopping, laundry, essential errands, basic meal preparation and meal planning (not for special diets), maintaining a safe environment, observing, monitoring, and reporting on client's condition to the family.

Conclusion The quality of the Intergenerational Care Provider curriculum and certificate programs prepare students for entry level careers in the human services, child development and gerontology areas, as well as providing skills and resources to meet the demands of multiple roles of homemakers. The field work benefitted the students by providing them with practical experiences in intergenerational, child or elder care settings. These positions provide students with valuable insights into careers goals and opened the door to job opportunities.

Conclusion The CPR/first aid classes at all three field test sites had the largest enrollment. Students needing the CPR/first aid course for recertification for employment requirements enrolled in only this module. Expanding continuing education

requirements for preventative health practices will keep this module in demand. Enrollment increases in college programs parallel the increases in training mandates for licensure or continuing education.

Conclusion Among the three field test sites, it was unanimous that the module "The Business of Caregiving" module presented the greatest challenge. The majority of the participants intended to become employees and initially did not see the relevance of studying the business aspects of caregiving. Since most of the students had never envisioned themselves owning their own businesses, a great deal of background information was necessary. The design team concluded at its culminating meeting that this module would continue to be offered because of the importance for participants to understand the options and financial benefits to a care provider business. Another reason to promote entrepreneurship is that the entry barriers for new entrepreneurs are low in this field. Most in-home care providing businesses can begin with minimal start-up costs.

Conclusion Some students were already caregivers of their own parents or children. They enrolled in the Intergenerational Care Provider course to help them cope with the challenges of caregiving. Their expectations were met and lead to several participants considering providing care as a business.

Conclusion The project directors reported that the course was a meaningful introduction for re-entry students, high school graduates, and Greater Avenues for Independence (GAIN) participants who are interested in caregiving. It was recommended that this course would be of particular benefit as an overview to caregiving before students enrolled in child development or gerontology majors, since it gives them a career alternative.

Conclusion This curriculum seems to be timely. Based on labor market projections the caregiving industry will be among the ten fastest growing careers. The trend to reduce long-term care in skilled nursing homes, residential facilities and family day care will create a demand for this curriculum.

Conclusion The marketing effort is beginning to yield results even before the care provider curriculum is disseminated state-wide. Several colleges have made inquiries about the curriculum and have sent representatives to interview the project director and to observe the program first hand. The Department of Social Services has made referrals to the college's care provider training program.. Marketing this program through California Community College's "ED-Net" organization should give greater visibility to the program and its benefits.

Trends

Trends indicate that caregiving occupations have a bright future with significant growth. According to the National Academy on Aging, there is a clear linkage between the development of community based long-term care and the readiness of the nation to adapt to its aging population. Rightly understood, long-term care encompasses not only health issues, but housing, nutrition, transportation and other social needs. One proposed option for long-term care would be a standardized assessment from which an individual plan of care is developed.

Trend Licensing and training mandates from the legislature and social service agencies will focus attention on the importance of quality care. Two laws that go into effect January 1995 pertain to caregiving 1) parenting education classes for junior high school students, and 2) preventative health practices for family day care providers. This trend helps professionalize the caregiving industry.

Trend Increasing demand for quality training classes for child care, eldercare and family care at the high school and college level has already increased enrollments. Future Homemakers in Reston, Virginia report that an estimated 5.3 million students are enrolled in home economics classes in grades seven through twelve. Approximately forty-one percent are male. In 1962, only 2.2 million students were enrolled in home economics classes and only 4.2 percent were male.[4]

Trend Expanding numbers of intergenerational programs emphasize the holistic approach of aging as a progression across the lifespan. As a result of this grant, Los Angeles Mission College made architectural changes to its master plan for the new Child Development Center by adding an elder care wing.

Trend Growing numbers of culturally diverse populations in California amplify differences between employer and caregiver in culture, language, food, customs, and discipline methods and create a disparity of expectations.

Trend Shifts in the delivery of medical services such as an increase in out-patient services, decrease of the length of hospital stay, and expansion of in-home care will create a demand for in-home caregivers. This situation increases the demand for quality training, including train-the-trainer programs.

Trend Reforming the welfare system, by enabling more individuals to work, will generate a demand for caregivers. At the same time, it will create a pool of eligible care providers. Iowa's model for self-sufficiency -- the "Family Investment Agreement" is a two educational contract for establishing self-sufficiency for welfare recipients.

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[4] Louv, Richard, "New Laws are a Good Start for Training Moms, Dads," San Diego Union Tribune, 2/26/94.

LOS ANGELES MISSION COLLEGE

CAREER LADDER FLOW CHART

"Care Provider"

Following are various options to follow by students wishing to pursue a career ladder for caregivers at Los Angeles Mission College (LAMC) and California State University, Northridge (CSUN).
Student can choose ANY of the following options according to their needs.

Certificate Program
LAMC - Certificate Program in Child Development, Elder Care or Intergenerational Care

Associate in Arts Degree
LAMC-Associate in Arts Child Development
LAMC-Associate in Arts Gerontology

Transfer Sequence to CSUN
LAMC-Transfer sequence to CSUN

B.A. in Child Development Option
LAMC-Certificate Program in Child Development
LAMC-A.A. Degree in Child Development
LAMC-Transfer sequence to CSUN
CSUN-B.A. in Child Development

B.A. in Family Environmental Sciences
LAMC-Certificate Program
Intergenerational
LAMC-A.A. Degree - Gerontology
LAMC-Transfer sequence to CSUN
CSUN-B.A. in Family Environment Science

Articulation

In May 1994 an articulation meeting was held at California State University, Northridge (CSUN) with the chair person of the Family and Environmental Sciences. It was agreed that the Intergenerational Care Provider Core Course could be used as elective credit in an independent study project at CSUN. (Appendix I)

The intergenerational certificate program provides articulated coursework in either Child Development or in Family and Environmental Sciences to California State University, Northridge.

Other transfer options include the University of Georgia's "Intergenerational Care" program and graduate certificate programs in "Basic Gerontology" and "Comprehensive Child Caregiver". The intergenerational program reflects a holistic approach to train students to care for individuals regardless of age or culture. The certificate programs are designed for individuals who cannot attend classes on campus in the conventional manner. The gerontology certificate offers a choice of two distance learning options: 1) correspondence study and 2) mentor-group method. In the correspondence method you work at your own pace with learning packages that you receive. In the mentor method you are assigned to a mentor at sites in the Area Agency on Aging where you meet with a group of other students.

Marketing
Promoting your Program

The importance of promoting your program cannot be over-stated in these times of dwindling resources. The marketing strategy used for our Intergenerational Care Provider Core Course and Certificate program consisted of student recruitment, program visibility and governmental agency partnerships. This three-pronged approach increases the potential for a successful program because sufficient numbers of students justify, business awareness increases job placement, and collaborative relationships with governmental agencies leads to alternative funding sources.

Student Recruitment

Student recruitment consisted of using a number of promotional methods including newspaper articles, inclusion in schedule of classes, faculty announcements, presentations to the college's counseling staff, flyers, brochures (Appendix J), collaborative relationships with governmental agencies, letters to businesses, non-profits and churches. The majority of the students came from either faculty announcements or from associations with the director of the Greater Avenues to Independence (GAIN) program.

Program Recognition

The concept of the Intergenerational Care Provider curriculum was presented to other community colleges at the Subject Area Forums in September and October, the California Home Economics/Early Childhood Education conference, the Lifespan/ Life Management Advisory Committee, the Los Angeles Mission College and Los Angeles Community College District curriculum committees and at area Dean's Meetings. Articles in the Compendium (a newsletter about home economics issues and trends for California Community Colleges) highlighted the progress of the intergenerational curriculum. The following activities were publicized for maximum visibility 1) the graduates of our core course, 2) an intergenerational day entitled, "Celebration of the Generations," and 3) course offerings made available through grant funding.

Two additional presentations were made to promote the program. The first presentation to the Area Agencies on Aging Council was an overview of the grant's objectives presented by Nancy Dolton, Advisory Committee Member-Business Representative. The second presentation to the national conference for the American Society on Aging highlighted the program's accomplishments through a panel discussion consisting of Eloise Cantrell, Dean of Vocational and Technical Education, Sandra Lampert, Project Director of the Intergenerational Care Provider Curriculum grant, Ruby Trow, Professor of Home Economics - California State Polytechnic University, Pomona, and Lydia Thomas, Regional Manager - Department of Social Services.

Business and Social Service Agencies

The concept of employee training was initially presented to business owners through a survey and follow-up letters. Our target audience was business owners, chambers of commerce and churches within a ten-mile radius of the college. A brochure was developed (Appendix J) to apprise businesses of the availability and benefits of the college's training program for caregivers.

Promoting your Program for the Greatest Visibility

Advertising your program through local newspapers, radio or television stations increases its visibility. These marketing efforts help to recruit students and to acquaint care providing businesses with placement services. Appendix G

It is important to find out if your college has part-time or full-time public relations staff to assist you in placing news stories with the local media. If your college does not have a designated person with established contacts, then establish your own. Remember that editors and reporters see thousands of news releases; therefore, a professional news release is imperative.

What is a press release?

In general, a good press release is a concise, complete description of an upcoming news event, a timely report of an event that has just occurred, or other news or feature items.

Get your message across in the first sentence. Make sure to state who, what, when, where, why in the lead paragraph. Don't forget to include the title of the person your are writing about (Sandra Lampert, Professor of Gerontology). Type and double space all press releases, using only one side of the paper. Leave wide margins and space at the top so editors have room for their notes or remarks. Use short sentences with active verbs. If you must use two pages put the word "MORE" at the bottom of the page and " END" at the conclusion of the release. Proofread your news release carefully, checking for accurate spelling, numbers and grammar.

If you submit photographs with your release, they should be black and white glossy prints, and no smaller than five inches by seven inches. Tape a complete caption on the back of each photo. Remember your photographs will not be returned, so ordering double prints is advised.

Your news release should be in the hands of editors at least twenty-four hours before any event or activity you are publicizing. It is a good idea to establish a contact person in advance of the release. Indicate the timing of the news release at the top of page. Use the wording "FOR IMMEDIATE RELEASE" on most press releases. If you are requesting a specific date use the wording, "FOR RELEASE April 10-16. 1994". Always include the

name and phone number of a person whom the editor can call to acquire additional information or clarification. If possible, include an after-hours telephone number. Be sure the person whose name is on the release is fully informed of the event details.

Ideas to Promote your Program

Additional ways to market your programs are electronic bulletin board systems.

> The California Community College's Infonet has a Master Event Registration Calendar (MERCury) which is an electronic calendar of events and can be accessed through a computer equipped with a modem. Use either (209) 577-3081 or (800) 336-3103 (twenty minutes maximum access time on toll free number) to connect electronically.
>
> The Minority On-Line Information System (MOLIS) provides federal agencies with information on Hispanic-serving institutions and historically black colleges and universities. Federal agencies gain information about what certificate, degree and educational programs are available at colleges serving the educational needs of underrepresented populations. Access to the database is free through the Federal Information Exchange (FEDIX). This bulletin board is updated daily with information from the Commerce Business Daily and the Federal Register.

Consult the yellow pages of your telephone book or contact the Chambers of Commerce to identify care provider businesses that may want employee training on site which could be provided through the college on a contract basis. Other contacts that are interested in employee referrals are home services agencies such as the Visiting Nursing Association, local hospital discharge offices and elder-med directors.

> Emphasize to the business owner that the Care Provider employee training program 1) meets the fifteen hour first aide and CPR requirements that goes into effect January 1995 (California Assembly Bill number 962), 2) upgrades the skills of employees which usually reduces liability risks, and 3) normally increases job satisfaction, thus reducing the high employee turn-over rate previously associated with this industry.

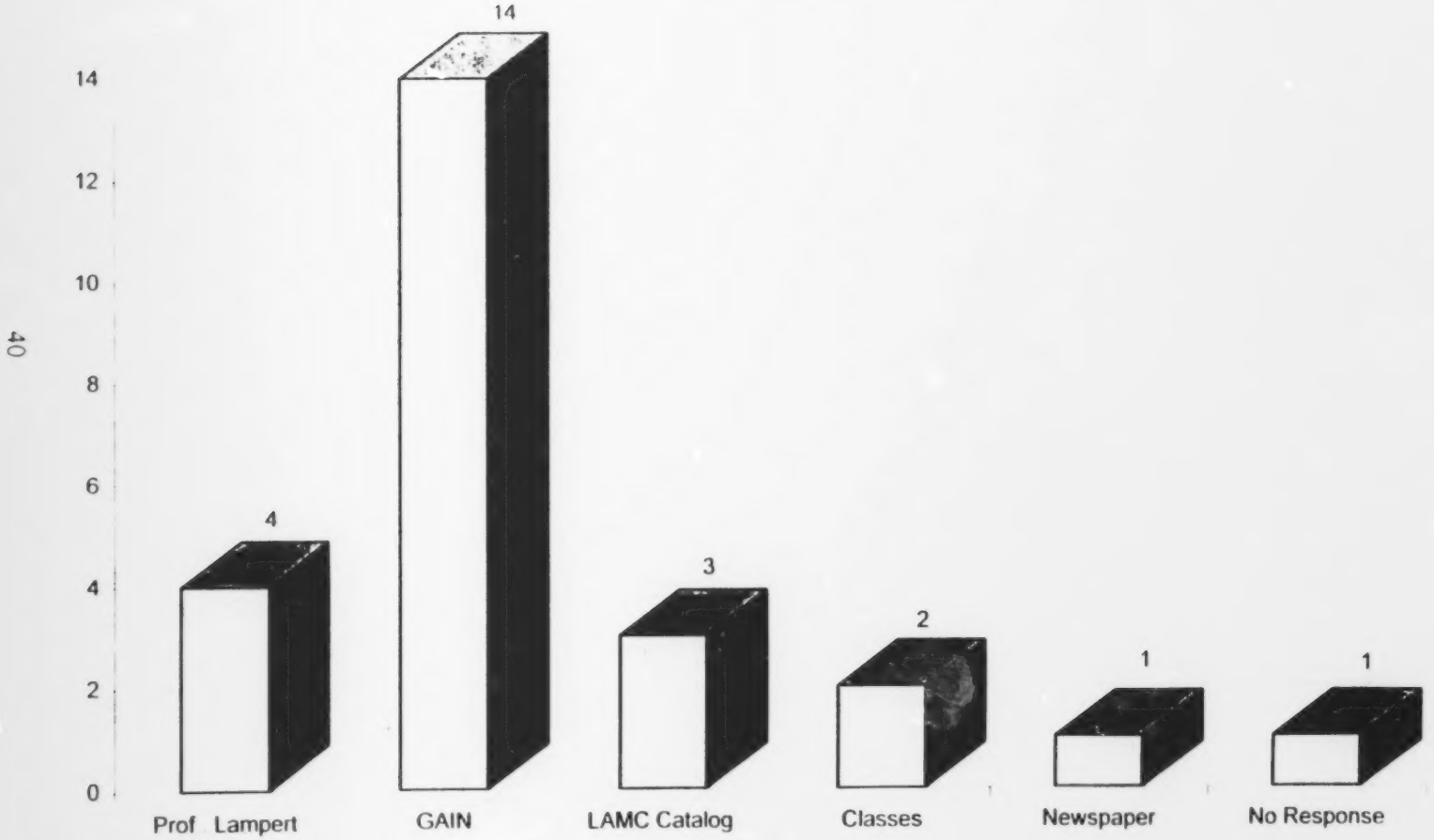
Knowing how to promote your program will increase the success of your efforts. The next pages show examples of the program's marketing efforts, "forms" to use as you build your marketing strategy and a public relations bibliography.

Analysis
Recruitment Effort

Los Angeles Mission College

Student Recruitment Core Course

Spring 1994



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Definition of Terms

Trained Caregiver	for purposes of this grant, individuals providing care in a non-medical capacity who have completed a minimum of ninety hours of instruction that was developed collaboratively with the Department of Social Services
Intergenerational Care	includes a variety of situations, such as, 1) an intergenerational day care facility that has separate wings for elders and children,but where they come together for a short time during the day to share an activity, 2) an elder caring for a child, or 3) a family member who cares for an elder and child
Intergenerational Care Provider Curriculum	a five-unit curriculum developed as an introductory core course for individuals interested in the caregiving industry
Intergenerational Certificate	a twenty or twenty-one unit certificate program consisting of courses from two or more fields of study which prepares individuals for entry level positions in the caregiving industry and which has a career ladder leading to majors in child development, gerontology and human services
SCANS	The United States Secretary of Labor's report entitled, "Secretary's Commission on Achieving Necessary Skills "

Appendix A

Labor Market Projections - Employment Development Department

TABLE 6
FIFTY OCCUPATIONS WITH THE FASTEST JOB GROWTH

CALIFORNIA 1990 - 2005

OCCUPATION	EMPLOYMENT 1990	EMPLOYMENT 2005	ABSOLUTE CHANGE	PERCENT CHANGE
DATA PROCESSING EQUIP REPAIRERS	9,660	18,180	8,520	88.2%
PHYSICAL THERAPISTS	8,490	15,370	6,880	81.0%
HOME HEALTH CARE WORKERS	8,170	14,690	6,520	79.8%
ATHLETES, COACHES, UMPS, RELATED	1,650	2,900	1,250	75.8%
HUMAN SERVICES WORKERS	14,330	23,740	9,410	65.7%
FOOD SERVICE MANAGERS	24,310	39,840	15,530	63.9%
OCCUPATIONAL THERAPY ASSISTANTS	720	1,170	450	62.5%
PERSONAL AND HOME CARE AIDES	4,730	7,680	2,950	62.4%
PHYSICAL THERAPY ASSISTANTS & AIDE	7,220	11,660	4,440	61.5%
RADIOLOGIC TECHNOLOGIST,DIAGNOSTIC	14,070	22,640	8,570	60.9%
PEST CONTROLLERS AND ASSISTANTS	5,960	9,550	3,590	60.2%
OPTOMETRISTS	3,120	4,980	1,860	59.6%
SUBWAY AND STREETCAR OPERATORS	2,880	4,580	1,700	59.0%
PSYCHIATRIC TECHNICIANS	3,000	4,740	1,740	58.0%
COOKS--RESTAURANT	69,300	109,240	39,940	57.6%
MEDICAL ASSISTANTS	22,930	36,070	13,140	57.3%
EMPL INTERVIEWERS--PRIV OR PUB	7,600	11,920	4,320	56.8%
SECRETARIES, LEGAL	34,720	54,340	19,620	56.5%
DENTAL HYGIENISTS	11,990	18,570	6,580	54.9%
PARALEGAL PERSONNEL	11,150	17,210	6,060	54.3%
SECRETARIES, MEDICAL	20,570	31,630	11,060	53.8%
RADIOLOGIC TECHNOLOGIST,THERAPEUTIC	690	1,050	360	52.2%
SALES AGENTS--FINANCIAL SERVICES	13,920	21,160	7,240	52.0%
TAX PREPARERS	9,530	14,460	4,930	51.7%
RESPIRATORY CARE PRACTITIONERS	9,180	13,920	4,740	51.6%
COMPUTER ENGINEERS	30,330	45,950	15,620	51.5%
TECHNICAL WRITERS	6,080	9,120	3,040	50.0%
CARDIOLOGY TECHNOLOGISTS	1,080	1,620	540	50.0%
DEMONSTRATORS, PROMOTERS, MODELS	7,000	10,480	3,480	49.7%
COMBINED FOOD PREP AND SERVICE	131,990	196,030	64,040	48.5%
LAWYERS	53,620	78,850	25,230	47.1%
GUARDS AND WATCH GUARDS	89,340	131,270	41,930	46.9%
DENTAL ASSISTANTS	20,750	30,430	9,680	46.7%
WARDROBE ATTENDANTS	860	1,260	400	46.5%
MAIL MACH OPS--PREP AND HANDLING	5,080	7,440	2,360	46.5%
DUPLICATING MACHINE OPERATORS	5,170	7,570	2,400	46.4%
CHILD CARE WORKERS	17,890	26,190	8,300	46.4%
COOKS--SPECIALTY FAST FOOD	51,440	75,160	23,720	46.1%
NURSERY WORKERS	7,670	11,140	3,470	45.2%
RECEPTIONISTS, INFORMATION CLERKS	126,080	183,100	57,020	45.2%
MANAGEMENT ANALYSTS	10,490	15,230	4,740	45.2%
COUNTER ATTENDANTS--FOOD	48,440	70,270	21,830	45.1%
SOCIAL WORKERS--MED, PSYCHIATRIC	18,370	26,610	8,240	44.9%
CHIROPRACTORS	2,900	4,200	1,300	44.8%
LODGING MANAGERS	9,640	13,960	4,320	44.8%
BAKERS--BREAD AND PASTRY	16,600	23,980	7,380	44.5%
SYSTEMS ANALYSTS--ELEC DATA PROC	53,110	76,720	23,610	44.5%
DETECTIVES, INVESTIGATORS--EX PUB	7,390	10,670	3,280	44.4%
COMPUTER PROGRAMMERS, INCL AIDES	74,610	107,540	32,930	44.1%
PODIATRISTS	910	1,310	400	44.0%
TOTAL OF THE FIFTY OCCUPATIONS	1,116,730	1,677,390	560,660	50.2%

* EXCLUDES NEC CATEGORIES AND OCCUPATIONS WITH EMPLOYMENT OF LESS THAN 1000 IN 2005.

Appendix B

Intergenerational Care Provider
Course Outlines

Child/Adult Caregiving

ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services

( ) Existing course
Omit #'s 11-14

PROPOSED NEW COURSE REQUEST (PNCR)

(X) Proposed NEW Course ( ) Proposed ADDITION of a District Course

1. **COLLEGE:** Los Angeles Mission College

2. **COURSE INFORMATION:** (Attach Course Outline)

SUBJECT CODE: 418 EFFECTIVE SEMESTER: 3/94

Family & Consumer Studies — SUBJECT TITLE (not to exceed 40 spaces)
039 — COURSE NUMBER

Child/Adult Caregiving — COURSE TITLE (not to exceed 60 spaces)
5 — Units

3. **PREREQUISITE:** None REPEATABILITY: 0

4. **HOURS PER WEEK:** Lecture 3, Laboratory 2 with homework,
Other (specify) 3 practicum, Total Hours Per Week 8

5. **DESCRIPTION:** (As it is to appear in the college catalog and Board of Trustees Action. Limit to 40 words)

This is an introductory class for an Intergenerational Caregiver Certificate program. The class covers caregiving, entrepreneurial business issues, human development/lifespan, CPR/First Aid/Safety and Wellness and practicum.

6. **ARTICULATION:** It is recommended that this course be articulated as:
( ) Acceptable for credit, University of California
(X) Acceptable for credit, California State University & Colleges (Baccalaureate)
(X) Occupational ( ) Prerequisite/Developmental
Request for General Education Transfer Certification Designation (Areas):
A. Communication/Critical Thinking ( ) B. Science and Math ( ) C. Humanities ( )
D. Social Sciences ( ) E. Lifelong Understanding/Self Development ( )

7. **RATIONALE FOR OFFERING THIS COURSE:** For new course, this statement will be used for Board of Trustees action. (Not to exceed 25 words.)

Labor trends indicate there is an inadequate supply of caregivers. Community and state agencies have identified extreme needs.

8. **MULTIPLE COURSE INDEX STATUS:** (cross reference) Should this course be listed as equivalent in content to existing District courses? Yes ( ) No (X) If yes, list courses.

Department/Cluster Chair — Date 4/7/94 — Curriculum Committee Chair — Date 4/11/94

Vice President, Academic Affairs — Date 4.11.94 — College President — Date 4/11/94

9. **EDUCATIONAL PROGRAM STATUS:** (List the educational programs in which course will appear.)

TOP CODE	PROGRAM TITLE	*PROGRAM DESIGNATION	+DEGREE OBJECTIVE	DISTRICT APPROVAL STATUS AT COLLEGE: APPROVED	PROPOS
1304.00	Family & Consumer Studies	1	1/2		X

10. ** **COURSE RELATIONSHIP TO PROGRAM:**

A. OCCUPATIONAL PROGRAM REQUIREMENT: (X) If the course is designated as a requirement of a proposed or existing occupational program, attach a copy of the program showing the placement of the course in the sequence of learning as it will appear in the catalog.

B. OCCUPATIONAL PROGRAM ELECTIVE: ( ) If the course is designed as an elective within a proposed or existing occupational program, attach a list of the other electives within the program.

C. GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this course be designated by the college as a meeting of the general education requirements for graduation?
Yes ( ) No (X). If yes, please indicate which requirement (Areas):
A. Natural Science ( ), B. Social and Behavioral Sciences ( ), C. Humanities ( ), D. Language and Rationality: 1. English Composition ( ) 2. Communication and Analytical Thinking ( ), E. Health and Physical Education ( ).

D. OTHER BACCALAUREATE LEVEL COURSE: ( ) This course does not meet a general education graduation or occupational program requirement but will be accepted towards the completion of the transfer program(s) listed in item no. 9.

E. CONTINUING EDUCATION: ( ) If the course is designed to meet a continuing education need attach a description of the need.

11. **ESTIMATED AVERAGE ENROLLMENT PER SECTION:**
1st yr. 25 2nd yr. 25 3rd yr. 25 4th yr. 25 5th yr. 25

12. **COORDINATION:** (List names and titles of persons contacted at other colleges in regard to this course).

NAME	TITLE	COLLEGE
Barbara Whitney	Specialist in Health	State Chancellor's Office
Ruby Trow	Professor of Home Economics	Cal. Poly, Pomona

13. **INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE:**

a. By Additional Funds ( ) Describe. $_____

_____

b. By deleting sections of existing courses ( )

SUBJECT TITLE	COURSE NUMBER	NUMBER OF SECTIONS TO BE DELETED 1ST YEAR

c. By Special Funds ( ) (detail on supplemental sheet and indicate Federal, State, or Other).

d. Other (X) Alternating with F&CS classes. $_____

$_____

TOTAL FUNDS AVAILABLE $_____

14. If the course is an existing District course attach a copy of the existing catalog course description(s) that were used as a model for this course.

*1. Occupational, 2. Non-Occupational (Academic Transfer, General Education, Developmental)

+1. Associate, 2. Certificate, 3. Apprentice

** A sequence of learning showing the course/program relationship should accompany each new course and add submittal form.

BEST COPY AVAILABLE

15. **TEXTBOOK(S):** List all publications, no-print media, software, recommended readings including those materials to be put in the Library/LRC.

Author	American Red Cross	Title	CPR/First Aid
Publisher		Edition	
Author	Julie Ruelas/ Frankie White	Title	Business of Caregiving
Publisher		Edition	Current
Author		Title	
Publisher		Edition	
Author		Title	
Publisher		Edition	

(Use additional pages if required) * Refer to syllabus for current textbook.

Non-print media, software and recommended readings:

Handouts will be submitted before each topic.

Separate list prepared especially for this class is attached.

16. **SUPPLIES:** List materials and supplies that students are required to purchase or use for this course:

Pencils and notebooks

17. **COURSE OBJECTIVES:** Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

Caregiving

Demonstrate an understanding of the field of caregiving;
identify sources of increased information and professional activities;
identify infectious diseases and proper handling to reduce contamination;
demonstrate their knowledge of appropriate nutrition for wellness;
recognize the proper method of food handling and meal preparation;
analyze and evaluate the various age levels in caregiving;
evaluate components of the physical set-up, both inside and out of doors;
explain emergency preparedness and evacuation which will maximize health and safety and prevent accidents and injuries; and
examine dietary patterns of various cultures.

CPR/First Aid/Safety/Wellness

Demonstrate correct CPR techniques for children and adults and become certified to perform CPR upon successful completion of this module;
demonstrate first aid procedures for cuts, burns, and choking incidents;
describe safety measures to prevent injuries to adults and children;
describe procedures for assisting adults and children with medications and documentation according to Title 22, Division 6, Section 875; and
identify and analyze personal care procedures.

Business of Caregiving

Develop a detailed job description for a specific occupation including prerequisites, legal aspects, ethical issues and employer/employee responsibilities;
identify essential personal, academic and performance skills required for a chosen career;
plan a personal development program to gain employability skills and enhance self-image;
demonstrate identified performance outcomes for career growth and advancement;
familiarize themselves with regulations governing caregivers work; and
develop communication and report writing skills.

Human Development/Lifespan Focus

Understand the basic growth and development issues over the lifespan;
understand the major aspects and issues of aging;
demonstrate an awareness of the psychosocial impacts and issues of caregiving;
identify physical fitness/recreational activities appropriate for toddlers, preschoolers, school-age children, adolescents, young adults, adults, and the aged;
understand diversity/social emotional issues over the lifespan; and
practice client assessment techniques.

Practicum

Write, plan, coordinate and accomplish measurable work objectives on the job site;
compare and evaluate his/her own place in the employing institution and in society;
analyze and evaluate pathways toward upward mobility within the work organization;
analyze and identify changes occurring in their work environment and the world of work;
analyze their personal career objectives;
analyze and evaluate proper job search techniques;
develop understanding, appreciation and respect for work and the work ethic; and
explore their aptitudes, interests, and values as these personal traits.

18. **ASSIGNMENTS THAT DEVELOP CRITICAL THINKING:**

A. Written Assignments

X	Essay(s)	___	Summaries/Abstracts
X	Journals/Logs	___	Term paper(s)
___	Research Project/Paper	X	Report(s)
___	Other (specify)_____		

B. Symbol Systems

___	Logic	___	Music
___	Computation	___	Projects
___	Drafting/Graphics	___	Other (specify) _____

C. Skills

X	Verbal/Communication	X	Written
___	Analytical	X	Laboratory
___	Physical	___	Other (specify) _____

D. Other Assignments

X	Field Trips	X	Lectures
___	Meetings	___	Readings
X	Special Films and TV Programs	X	Library/LRC
___	Other (specify) _____		

19. **INSTRUCTIONAL MODES:**

___	Lecture	X	Lecture/Discussion
___	Lecture/Laboratory	X	Laboratory
X	Demonstration	___	Seminar
X	One-on-One Conference	___	Oral Drills
X	Work Experience	___	Computer Interactive Assignment
X	Audio Visual	X	Guest Speakers
X	Field Experience	___	Independent/Directed Studies
___	Small Group Discussions		
___	Other (specify):_____		

20. **EVALUATION METHODS:**

Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course.

___	Standardized Tests	___	Criterion Reference Tests
X	Observation Record of Student Performance	X	Homework
___	Essays/Essay Tests	X	Written Compositions
___	Quizzes, Unit Tests, Midterms	X	Oral Presentations
___	Laboratory Reports	X	Class Participation
___	Term Papers, Projects, Reports	X	Skills Demonstrations
X	Problem-Solving Exercises	___	Final Exams
___	Other (specify):_____		

21. **COURSE CONTENT:**

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks (or days)

Time Allocated	Topic or Activity
	Caregiving
1 Hour	Introduction to Caregiving
1 Hour	Community Resources
2 Hours	Control of Infectious Diseases
4 Hours	Nutrition
4 Hours	Sanitary Food Handling/Meal Preparation
3 Hours	Training in Childhood/Elder/Caregiver Injury Prevention
2 Hours	Emergency Preparedness and Evacuation
1 Hour	Field Trip
	CPR/First Aid/Safety and Wellness
24 Hours	Certification Infant/Child/Adult CPR & First Aid
12 Hours	Safety, Wellness, Medications, Personal Care
	Business of Caregiving
3 Hours	Career Planning/Personal Development
3 Hours	Legal Issues/Rules & Regulations/Ethics/Insurance
2 Hours	Client, Employer/Employee Rights/Responsibilities
1 Hour	Work Performance Standard/Grooming/Interview
4 Hours	Communication Skills/Report Writing/Charting
3 Hours	Decision Making/Problem Solving/Time Management
1 Hour	Interview Process
1 Hour	Field Trip
	Human Development/Lifespan Focus
7 Hours	Overview Human Development
3 Hours	Aspects and Issues of Aging
2 Hours	Psychosocial Impacts and Issues of Caregiving
1 Hour	Physical Fitness/Recreational Activities
3 Hours	Diversity/Social Emotional Issues
1 Hour	Client Assessment
1 Hour	Field Trip
	Practicum
54 Hours	Determining job interest and placement Field experience Individual discussion of work experience Final assessment, evaluation, certificate of completion

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services

STANDARD MODULE REQUEST

1. Complete Course Information — EFFECTIVE SEMESTER: 1/95

Subject Code	Subj. Title Abbrev.	Course Number	Course Title	Units	Hours
418	Fam & C S	039	Child/Adult Caregiving	5	3

2. Module Course Information

Subject Code	Subj. Title Abbrev.	Course Number	Course Title	Units	Hours
418	Fam & C S	039	Caregiving	1	1
418	Fam & C S	039	CPR/First Aid/Safety and Wellness	1	2
418	Fam & C S	039	Business of Caregiving	1	1
418	Fam & C S	039	Human Development/Lifespan Focus	1	1
418	Fam & C S	039	Practicum	1	3

3. Course Content Information
Attach Course Outline for Complete Course and identify each modular portion of the course.

4. Submitted by Mission
Name of College

5. Approved by Paul M. McKeon
Dean of Instruction

RM SMR 10/79

Intergenerational Caregiving Certificate

F&CS 39 -	Intergenerational Care Provider Core Course	5 units
FSM -101	Food Production	4 units
F&CS 38 - and/or CD 60	In-home Elder Care (2 Units) In-home Child Care (3 Units)	2/3 units
CO-OP-931	Work experience in elder Care and/or child care facilities	3 units
F&CS 37 - and/or CD 1	Training for Gerontological Services (3 units) Early childhood: Principles and Practices (3 units)	3 units
F&CS 30 -	Family Relationships	2 units
F&CS 70 -	Development of Community Projects (Issues and Trends)	2 units
	Total Number of Units in Certificate	21/22 units

Caregiving

ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services

( ) Existing course
Omit #'s 11-14

PROPOSED NEW COURSE REQUEST (PNCR)

(X) Proposed NEW Course ( ) Proposed ADDITION of a District Course

1. **COLLEGE:** Los Angeles Mission College

2. **COURSE INFORMATION:** (Attach Course Outline)

SUBJECT CODE: 418 EFFECTIVE SEMESTER: 3/94

Family & Consumer Studies — SUBJECT TITLE (not to exceed 40 spaces)
039 — COURSE NUMBER

Caregiving — COURSE TITLE (not to exceed 60 spaces)
1 — Units

3. **PREREQUISITE:** None REPEATABILITY: 0

4. **HOURS PER WEEK:** Lecture 1, Laboratory ___,
Other (specify) ___ Total Hours Per Week 1

5. **DESCRIPTION:** (As it is to appear in the college catalog and Board of Trustees Action. Limit to 40 words)

This module presents an overview and introduction to the field of caregiving. It is designed to address topics mandated by Assembly Bill 962 (1992/92 Alpert) Child Day Care Facilities.

6. **ARTICULATION:** It is recommended that this course be articulated as:
( ) Acceptable for credit, University of California
(X) Acceptable for credit, California State University & Colleges (Baccalaureate)
(X) Occupational ( ) Prerequisite/Developmental
Request for General Education Transfer Certification Designation (Areas):
A. Communication/Critical Thinking ( ) B. Science and Math ( ) C. Humanities ( )
D. Social Sciences ( ) E. Lifelong Understanding/Self Development ( )

7. **RATIONALE FOR OFFERING THIS COURSE:** For new course, this statement will be used for Board of Trustees action. (Not to exceed 25 words.)

Labor trends indicate there is an inadequate supply of caregivers. Community and state agencies have identified extreme needs.

8. **MULTIPLE COURSE INDEX STATUS:** (cross reference) Should this course be listed as equivalent in content to existing District courses? Yes ( ) No (X) If yes, list courses.

Department/Cluster Chair — 4/7/94 Date — Curriculum Committee Chair — 4/11/94 Date

Vice President, Academic Affairs — 4.11.94 Date — College President — 4/11/94 Date

9. **EDUCATIONAL PROGRAM STATUS:** (List the educational programs in which course will appear.)

TOP CODE	PROGRAM TITLE	*PROGRAM DESIGNATION	+DEGREE OBJECTIVE	DISTRICT APPROVAL STATUS AT COLLEGE APPROVED	PROPOSE
1304.00	Family & Consumer Studies	1	1/2		X

10. ** **COURSE RELATIONSHIP TO PROGRAM:**

A. OCCUPATIONAL PROGRAM REQUIREMENT: (X) If the course is designated as a requirement of a proposed or existing occupational program, attach a copy of the program showing the placement of the course in the sequence of learning as it will appear in the catalog.

B. OCCUPATIONAL PROGRAM ELECTIVE: ( ) If the course is designed as an elective within a proposed or existing occupational program, attach a list of the other electives within the program.

C. GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this course be designated by the college as a meeting of the general education requirements for graduation?
Yes ( ) No (X). If yes, please indicate which requirement (Areas):
A. Natural Science ( ), B. Social and Behavioral Sciences ( ), C. Humanities ( ), D. Language and Rationality: 1. English Composition ( ) 2. Communication and Analytical Thinking ( ), E. Health and Physical Education ( ).

D. OTHER BACCALAUREATE LEVEL COURSE: ( ) This course does not meet a general education graduation or occupational program requirement but will be accepted towards the completion of the transfer program(s) listed in item no. 9.

E. CONTINUING EDUCATION: ( ) If the course is designed to meet a continuing education need attach a description of the need.

11. **ESTIMATED AVERAGE ENROLLMENT PER SECTION:**
1st yr. 25 2nd yr. 25 3rd yr. 25 4th yr. 25 5th yr. 25

12. **COORDINATION:** (List names and titles of persons contacted at other colleges in regard to this course).

NAME	TITLE	COLLEGE
Barbara Whitney	Specialist in Health	State Chancellor's Office
Ruby Trow	Professor of Home Economics	Cal. Poly, Pomona

13. **INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE:**

a. By Additional Funds ( ) Describe. $_____

b. By deleting sections of existing courses ( )

SUBJECT TITLE	COURSE NUMBER	NUMBER OF SECTIONS TO BE DELETED 1ST YEAR

c. By Special Funds ( ) (detail on supplemental sheet and indicate Federal, State, or Other).

d. Other (X) Alternating with F&CS classes. $_____

$_____

TOTAL FUNDS AVAILABLE $_____

14. If the course is an existing District course attach a copy of the existing catalog course description(s) that were used as a model for this course.

*1. Occupational, 2. Non-Occupational (Academic Transfer, General Education, Developmental)

+1. Associate, 2. Certificate, 3. Apprentice

** A sequence of learning showing the course/program relationship should accompany each new course and add submittal form.

15. **TEXTBOOK(S):** List all publications, no-print media, software, recommended readings including those materials to be put in the Library/LRC.

Author	Julie Ruelas/ Frankie White	Title	Business of Caregiving
Publisher		Edition	Current
Author		Title	
Publisher		Edition	
Author		Title	
Publisher		Edition	
Author		Title	
Publisher		Edition	

(Use additional pages if required) * Refer to syllabus for current textbook.

Non-print media, software and recommended readings:

Handouts will be submitted before each topic.

Separate list prepared especially for this class is attached.

16. **SUPPLIES:** List materials and supplies that students are required to purchase or use for this course:

Pencils and notebooks

17. **COURSE OBJECTIVES:** Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

MODULE 1: Caregiving

Demonstrate an understanding of the field of caregiving;

identify sources of increased information and professional activities;

identify infectious diseases and proper handling to reduce contamination;

demonstrate their knowledge of appropriate nutrition for wellness;

recognize the proper method of food handling and meal preparation;

analyze and evaluate the various age levels in caregiving;

evaluate components of the physical set-up, both inside and out of doors;

explain emergency preparedness and evacuation which will maximize health and safety and prevent accidents and injuries; and

examine dietary patterns of various cultures.

18. ASSIGNMENTS THAT DEVELOP CRITICAL THINKING:

A. Written Assignments

X	Essay(s)	___	Summaries/Abstracts
X	Journals/Logs	___	Term paper(s)
___	Research Project/Paper	X	Report(s)
___	Other (specify)_____		

B. Symbol Systems

___	Logic	___	Music
___	Computation	___	Projects
___	Drafting/Graphics	___	Other (specify) _____

C. Skills

X	Verbal/Communication	X	Written
___	Analytical	___	Laboratory
___	Physical	___	Other (specify) _____

D. Other Assignments

X	Field Trips	X	Lectures
___	Meetings	___	Readings
X	Special Films and TV Programs	X	Library/LRC
___	Other (specify) _____		

19. INSTRUCTIONAL MODES:

___	Lecture	X	Lecture/Discussion
___	Lecture/Laboratory	___	Laboratory
X	Demonstration	___	Seminar
X	One-on-One Conference	___	Oral Drills
___	Work Experience	___	Computer Interactive Assignment
X	Audio Visual	X	Guest Speakers
X	Field Experience	___	Independent/Directed Studies
___	Small Group Discussions		
___	Other (specify):_____		

20. EVALUATION METHODS:

Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course.

___	Standardized Tests	___	Criterion Reference Tests
X	Observation Record of Student Performance	___	Homework
___	Essays/Essay Tests	X	Written Compositions
___	Quizzes, Unit Tests, Midterms	X	Oral Presentations
___	Laboratory Reports	X	Class Participation
___	Term Papers, Projects, Reports	X	Skills Demonstrations
X	Problem-Solving Exercises	___	Final Exams
___	Other (specify):_____		

21. **COURSE CONTENT:**

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks (or ____ days)

Time Allocated	Topic or Activity
	MODULE 1:
	Child/Adult Caregiving
1 Hour	Introduction to Caregiving
1 Hour	Community Resources
2 Hours	Control of Infectious Diseases
4 Hours	Nutrition
4 Hours	Sanitary Food Handling/Meal Preparation
3 Hours	Training in Childhood/Elder/Caregiver Injury Prevention
2 Hours	Emergency Preparedness and Evacuation
1 Hour	Field Trip

Intergenerational Caregiving Certificate

F&CS 39 -	Intergenerational Care Provider Core Course	5 units
FSM -101	Food Production	4 units
F&CS 38 - and/or CD 60	In-home Elder Care (2 Units)	
	In-home Child Care (3 Units)	2/3 units
CO-OP-931	Work experience in elder Care and/or child care facilities	3 units
F&CS 37 - and/or CD 1	Training for Gerontological Services (3 units)	
	Early childhood: Principles and Practices (3 units)	3 units
F&CS 30 -	Family Relationships	2 units
F&CS 70 -	Development of Community Projects (Issues and Trends)	2 units
	Total Number of Units in Certificate	21/22 units

Human Development

ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services

( ) Existing course
Omit #'s 11-14

PROPOSED NEW COURSE REQUEST (PNCR)

(X) Proposed NEW Course ( ) Proposed ADDITION of a District Course

1. **COLLEGE:** Los Angeles Mission College

2. **COURSE INFORMATION:** (Attach Course Outline)

SUBJECT CODE: 418 EFFECTIVE SEMESTER: 3/94

Family & Consumer Studies — SUBJECT TITLE (not to exceed 40 spaces)
039 — COURSE NUMBER

Human Development/Lifespan Focus — COURSE TITLE (not to exceed 60 spaces)
1 — Units

3. **PREREQUISITE:** None REPEATABILITY: 0

4. **HOURS PER WEEK:** Lecture 1, Laboratory ___,
Other (specify) ___ Total Hours Per Week 1

5. **DESCRIPTION:** (As it is to appear in the college catalog and Board of Trustee Action. Limit to 40 words)

This module provides an overview of growth and development throughout the lifespan. I addresses the psychosocial aspects of caregiving, client assessment techniques an cultural diversity issues.

6. **ARTICULATION:** It is recommended that this course be articulated as:
( ) Acceptable for credit, University of California
(X) Acceptable for credit, California State University & Colleges (Baccalaureate)
(X) Occupational ( ) Prerequisite/Developmental
Request for General Education Transfer Certification Designation (Areas):
A. Communication/Critical Thinking ( ) B. Science and Math ( ) C. Humanities ( )
D. Social Sciences ( ) E. Lifelong Understanding/Self Development ( )

7. **RATIONALE FOR OFFERING THIS COURSE:** For new course, this statement will be used for Boar of Trustees action. (Not to exceed 25 words.)

Labor trends indicate there is an inadequate supply of caregivers. Community and stat agencies have identified extreme needs.

8. **MULTIPLE COURSE INDEX STATUS:** (cross reference) Should this course be listed a equivalent in content to existing District courses? Yes ( ) No (X) If yes, list courses

Department/Cluster Chair — 4/7/94 Date — Curriculum Committee Chair — 4/11/94 Date

Vice President, Academic Affairs — 4.11.94 Date — College President — 4/11/94 Date

BEST COPY AVAILABLE

9. **EDUCATIONAL PROGRAM STATUS:** (List the educational programs in which course will appear.)

TOP CODE	PROGRAM TITLE	*PROGRAM DESIGNATION	+DEGREE OBJECTIVE	DISTRICT APPROVAL STATUS AT COLLEGE	
				APPROVED	PROPOSED
1304.00	Family & Consumer Studies	1	1/2		X

10. ** **COURSE RELATIONSHIP TO PROGRAM:**

A. OCCUPATIONAL PROGRAM REQUIREMENT: (X) If the course is designated as a requirement of a proposed or existing occupational program, attach a copy of the program showing the placement of the course in the sequence of learning as it will appear in the catalog.

B. OCCUPATIONAL PROGRAM ELECTIVE: ( ) If the course is designed as an elective within a proposed or existing occupational program, attach a list of the other electives within the program.

C. GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this course be designated by the college as a meeting of the general education requirements for graduation?
Yes ( ) No (X). If yes, please indicate which requirement (Areas):
A. Natural Science ( ), B. Social and Behavioral Sciences ( ), C. Humanities ( ), D. Language and Rationality: 1. English Composition ( ) 2. Communication and Analytical Thinking ( ), E. Health and Physical Education ( ).

D. OTHER BACCALAUREATE LEVEL COURSE: ( ) This course does not meet a general education graduation or occupational program requirement but will be accepted towards the completion of the transfer program(s) listed in item no. 9.

E. CONTINUING EDUCATION: ( ) If the course is designed to meet a continuing education need attach a description of the need.

11. **ESTIMATED AVERAGE ENROLLMENT PER SECTION:**
1st yr. 25 2nd yr. 25 3rd yr. 25 4th yr. 25 5th yr. 25

12. **COORDINATION:** (List names and titles of persons contacted at other colleges in regard to this course).

NAME	TITLE	COLLEGE
Barbara Whitney	Specialist in Health	State Chancellor's Office
Ruby Trow	Professor of Home Economics	Cal. Poly, Pomona

13. **INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE:**

a. By Additional Funds ( ) Describe. $_____

b. By deleting sections of existing courses ( )

SUBJECT TITLE	COURSE NUMBER	NUMBER OF SECTIONS TO BE DELETED 1ST YEAR

c. By Special Funds ( ) (detail on supplemental sheet and indicate Federal, State, or Other).

d. Other (X) Alternating with F&CS classes. $_____

TOTAL FUNDS AVAILABLE $_____

14. If the course is an existing District course attach a copy of the existing catalog course description(s) that were used as a model for this course.

*1. Occupational, 2. Non-Occupational (Academic Transfer, General Education, Developmental)

+1. Associate, 2. Certificate, 3. Apprentice

** A sequence of learning showing the course/program relationship should accompany each new course and add submittal form.

15. **TEXTBOOK(S):** List all publications, no-print media, software, recommended readings including those materials to be put in the Library/LRC.

Author	Julie Ruelas/ Frankie White	Title	Business of Caregiving
Publisher		Edition	Current
Author		Title	
Publisher		Edition	
Author		Title	
Publisher		Edition	
Author		Title	
Publisher		Edition	

(Use additional pages if required) * Refer to syllabus for current textbook.

Non-print media, software and recommended readings:

Handouts will be submitted before each topic.

Separate list prepared especially for this class is attached.

16. **SUPPLIES:** List materials and supplies that students are required to purchase or use for this course:

Pencils and notebooks

17. **COURSE OBJECTIVES:** Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

MODULE 4: Human Development/Lifespan Focus

Understand the basic growth and development issues over the lifespan;

understand the major aspects and issues of aging;

demonstrate an awareness of the psychosocial impacts and issues of caregiving;

identify physical fitness/recreational activities appropriate for toddlers, preschoolers, school-age children, adolescents, young adults, adults, and the aged;

understand diversity/social emotional issues over the lifespan; and

practice client assessment techniques.

18. **ASSIGNMENTS THAT DEVELOP CRITICAL THINKING:**

A. Written Assignments

X	Essay(s)		
X	Journals/Logs	___	Summaries/Abstracts
___	Research Project/Paper	___	Term paper(s)
___	Other (specify)_____	X	Report(s)

B. Symbol Systems

___	Logic		
___	Computation	___	Music
___	Drafting/Graphics	___	Projects
		___	Other (specify) _____

C. Skills

X	Verbal/Communication		
___	Analytical	X	Written
___	Physical	___	Laboratory
		___	Other (specify) _____

D. Other Assignments

X	Field Trips		
___	Meetings	X	Lectures
X	Special Films and TV Programs	___	Readings
___	Other (specify) _____	X	Library/LRC

19. **INSTRUCTIONAL MODES:**

___	Lecture		
___	Lecture/Laboratory	X	Lecture/Discussion
X	Demonstration	___	Laboratory
X	One-on-One Conference	___	Seminar
___	Work Experience	___	Oral Drills
X	Audio Visual	___	Computer Interactive Assignment
X	Field Experience	X	Guest Speakers
___	Small Group Discussions	___	Independent/Directed Studies
___	Other (specify):_____		

20. **EVALUATION METHODS:**

Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course.

___	Standardized Tests		
X	Observation Record of Student Performance	___	Criterion Reference Tests
___	Essays/Essay Tests	___	Homework
___	Quizzes, Unit Tests, Midterms	X	Written Compositions
___	Laboratory Reports	X	Oral Presentations
___	Term Papers, Projects, Reports	X	Class Participation
X	Problem-Solving Exercises	X	Skills Demonstrations
___	Other (specify):_____	___	Final Exams

21. **COURSE CONTENT:**

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks (or days)

Time Allocated	Topic or Activity
	MODULE 4: CHILD/ADULT CAREGIVING
	Human Development/Lifespan Focus
7 Hours	Overview Human Development
3 Hours	Aspects and Issues of Aging
2 Hours	Psychosocial Impacts and Issues of Caregiving
1 Hour	Physical Fitness/Recreational Activities
3 Hours	Diversity/Social Emotional Issues
1 Hour	Client Assessment
1 Hour	Field Trip

Intergenerational Caregiving Certificate

F&CS 39 -	Intergenerational Care Provider Core Course	5 units
FSM -101	Food Production	4 units
F&CS 38 -	In-home Elder Care (2 Units)	
and/or		
CD 60	In-home Child Care (3 Units)	2/3 units
CO-OP-931	Work experience in elder Care and/or child care facilities	3 units
F&CS 37 -	Training for Gerontological Services (3 units)	
and/or		
CD 1	Early childhood: Principles and Practices (3 units)	3 units
F&CS 30 -	Family Relationships	2 units
F&CS 70 -	Development of Community Projects (Issues and Trends)	2 units
	Total Number of Units in Certificate	21/22 units

Practicum/Field Work

ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services

( ) Existing course
Omit #'s 11-14

PROPOSED NEW COURSE REQUEST (PNCR)

(X) Proposed NEW Course ( ) Proposed ADDITION of a District Course

1. **COLLEGE:** Los Angeles Mission College

2. **COURSE INFORMATION:** (Attach Course Outline)

SUBJECT CODE: 418 EFFECTIVE SEMESTER: 3/94

Family & Consumer Studies — SUBJECT TITLE (not to exceed 40 spaces)
039 — COURSE NUMBER

Practicum — COURSE TITLE (not to exceed 60 spaces)
1 — Units

3. **PREREQUISITE:** None REPEATABILITY: 0

4. **HOURS PER WEEK:** Lecture ___, Laboratory ___,
Other (specify) 3 hours fieldwork. Total Hours Per Week 3

5. **DESCRIPTION:** (As it is to appear in the college catalog and Board of Trustees Action. Limit to 40 words)

This module will equip participants with practical work experience in the caregiving field providing understanding, appreciation, and respect for work environment.

6. **ARTICULATION:** It is recommended that this course be articulated as:
( ) Acceptable for credit, University of California
(X) Acceptable for credit, California State University & Colleges (Baccalaureate)
(X) Occupational ( ) Prerequisite/Developmental
Request for General Education Transfer Certification Designation (Areas):
A. Communication/Critical Thinking ( ) B. Science and Math ( ) C. Humanities ( )
D. Social Sciences ( ) E. Lifelong Understanding/Self Development ( )

7. **RATIONALE FOR OFFERING THIS COURSE:** For new course, this statement will be used for Board of Trustees action. (Not to exceed 25 words.)

Labor trends indicate there is an inadequate supply of caregivers. Community and state agencies have identified extreme needs.

8. **MULTIPLE COURSE INDEX STATUS:** (cross reference) Should this course be listed as equivalent in content to existing District courses? Yes ( ) No (X) If yes, list courses.

Department/Cluster Chair — Date 4/7/94 — Curriculum Committee Chair — Date 4/11/94

Vice President, Academic Affairs — Date 4.11.94 — College President — Date 4/11/94

9. **EDUCATIONAL PROGRAM STATUS:** (List the educational programs in which course will appear.)

TOP CODE	PROGRAM TITLE	*PROGRAM DESIGNATION	+DEGREE OBJECTIVE	DISTRICT APPROVAL STATUS AT COLLEGE APPROVED	PROPOSED
1304.00	Family & Consumer Studies	1	1/2		X

10. ** **COURSE RELATIONSHIP TO PROGRAM:**

A. OCCUPATIONAL PROGRAM REQUIREMENT: (X) If the course is designated as a requirement of a proposed or existing occupational program, attach a copy of the program showing the placement of the course in the sequence of learning as it will appear in the catalog.

B. OCCUPATIONAL PROGRAM ELECTIVE: ( ) If the course is designed as an elective within a proposed or existing occupational program, attach a list of the other electives within the program.

C. GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this course be designated by the college as a meeting of the general education requirements for graduation?
Yes ( ) No (X). If yes, please indicate which requirement (Areas):
A. Natural Science ( ), B. Social and Behavioral Sciences ( ), C. Humanities ( ), D. Language and Rationality: 1. English Composition ( ) 2. Communication and Analytical Thinking ( ), E. Health and Physical Education ( ).

D. OTHER BACCALAUREATE LEVEL COURSE: ( ) This course does not meet a general education graduation or occupational program requirement but will be accepted towards the completion of the transfer program(s) listed in item no. 9.

E. CONTINUING EDUCATION: ( ) If the course is designed to meet a continuing education need attach a description of the need.

11. **ESTIMATED AVERAGE ENROLLMENT PER SECTION:**
1st yr. 25 2nd yr. 25 3rd yr. 25 4th yr. 25 5th yr. 25

12. **COORDINATION:** (List names and titles of persons contacted at other colleges in regard to this course).

NAME	TITLE	COLLEGE
Barbara Whitney	Specialist in Health	State Chancellor's Office
Ruby Trow	Professor of Home Economics	Cal. Poly, Pomona

13. **INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE:**

a. By Additional Funds ( ) Describe. $_____

b. By deleting sections of existing courses ( )

SUBJECT TITLE	COURSE NUMBER	NUMBER OF SECTIONS TO BE DELETED 1ST YEAR

c. By Special Funds ( ) (detail on supplemental sheet and indicate Federal, State, or Other).

d. Other (X) Alternating with F&CS classes. $_____

TOTAL FUNDS AVAILABLE $_____

14. If the course is an existing District course attach a copy of the existing catalog course description(s) that were used as a model for this course.

*1. Occupational, 2. Non-Occupational (Academic Transfer, General Education, Developmental)

+1. Associate, 2. Certificate, 3. Apprentice

** A sequence of learning showing the course/program relationship should accompany each new course and add submittal form.

15. **TEXTBOOK(S):** List all publications, no-print media, software, recommended readings including those materials to be put in the Library/LRC.

Author
Publisher

Title No text required for practicum.
Edition

Author
Publisher

Title
Edition

Author
Publisher

Title
Edition

Author
Publisher

Title
Edition

(Use additional pages if required) * Refer to syllabus for current textbook.

Non-print media, software and recommended readings:

Handouts will be submitted before each topic.

Separate list prepared especially for this class is attached.

16. **SUPPLIES:** List materials and supplies that students are required to purchase or use for this course:

Pencils and notebooks

17. COURSE OBJECTIVES: Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

MODULE 5: Practicum

Write, plan, coordinate and accomplish measurable work objectives on the job site;
compare and evaluate his/her own place in the employing institution and in society;
analyze and evaluate pathways toward upward mobility within the work organization;
analyze and identify changes occurring in their work environment and the world of work;
analyze their personal career objectives;
analyze and evaluate proper job search techniques;
develop understanding, appreciation and respect for work and the work ethic; and
explore their aptitudes, interests, and values as these personal traits.

18. **ASSIGNMENTS THAT DEVELOP CRITICAL THINKING:**

A. Written Assignments

X	Essay(s)		
X	Journals/Logs	___	Summaries/Abstracts
___	Research Project/Paper	___	Term paper(s)
___	Other (specify)_____	X	Report(s)

B. Symbol Systems

___	Logic		
___	Computation	___	Music
___	Drafting/Graphics	___	Projects
		___	Other (specify) _____

C. Skills

X	Verbal/Communication		
___	Analytical	X	Written
___	Physical	___	Laboratory
		___	Other (specify) _____

D. Other Assignments

___	Field Trips		
___	Meetings	X	Lectures
X	Special Films and TV Programs	___	Readings
___	Other (specify) _____	X	Library/LRC

19. **INSTRUCTIONAL MODES:**

___	Lecture		
___	Lecture/Laboratory	X	Lecture/Discussion
X	Demonstration	___	Laboratory
X	One-on-One Conference	___	Seminar
___	Work Experience	___	Oral Drills
X	Audio Visual	___	Computer Interactive Assignment
X	Field Experience	X	Guest Speakers
___	Small Group Discussions	___	Independent/Directed Studies
___	Other (specify):_____		

20. **EVALUATION METHODS:**

Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course.

___	Standardized Tests		
X	Observation Record of Student Performance	___	Criterion Reference Tests
___	Essays/Essay Tests	___	Homework
___	Quizzes, Unit Tests, Midterms	X	Written Compositions
___	Laboratory Reports	X	Oral Presentations
___	Term Papers, Projects, Reports	X	Class Participation
X	Problem-Solving Exercises	X	Skills Demonstrations
___	Other (specify):_____	___	Final Exams

21. **COURSE CONTENT:**

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks (or ____ days)

Time Allocated	Topic or Activity
54 Hours	**MODULE 5: CHILD/ADULT CAREGIVING** The Practicum includes: 1) Determining job interest and placement 2) Field experience 3) Individual discussion of work experience 4) Final assessment, evaluation, certificate of completion

Intergenerational Caregiving Certificate

F&CS 39 -	Intergenerational Care Provider Core Course	5 units
FSM -101	Food Production	4 units
F&CS 38 -	In-home Elder Care (2 Units)	
and/or		
CD 60	In-home Child Care (3 Units)	2/3 units
CO-OP-931	Work experience in elder Care and/or child care facilities	3 units
F&CS 37 -	Training for Gerontological Services (3 units)	
and/or		
CD 1	Early childhood: Principles and Practices (3 units)	3 units
F&CS 30 -	Family Relationships	2 units
F&CS 70 -	Development of Community Projects (Issues and Trends)	2 units
	Total Number of Units in Certificate	21/22 units

CPR/First Aid

ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services

( ) Existing course
Omit #'s 11-14

PROPOSED NEW COURSE REQUEST (PNCR)

(X) Proposed NEW Course ( ) Proposed ADDITION of a District Course

1. **COLLEGE:** Los Angeles Mission College

2. **COURSE INFORMATION:** (Attach Course Outline)

SUBJECT CODE: 418 EFFECTIVE SEMESTER: 3/94

Family & Consumer Studies — SUBJECT TITLE (not to exceed 40 spaces)
039 — COURSE NUMBER

CPR/First Aid/Safety & Wellness — COURSE TITLE (not to exceed 60 spaces)
1 — Units

3. **PREREQUISITE:** None REPEATABILITY: 0

4. **HOURS PER WEEK:** Lecture ___, Laboratory 2,
Other (specify) ___, Total Hours Per Week 2 (plus homework)

5. **DESCRIPTION:** (As it is to appear in the college catalog and Board of Trustees Action. Limit to 40 words)

This module provides instruction in first aid and infant, child, adult CPR techniques. Certification is granted to perform CPR and first aid upon successful completion of the material.

6. **ARTICULATION:** It is recommended that this course be articulated as:
( ) Acceptable for credit, University of California
(X) Acceptable for credit, California State University & Colleges (Baccalaureate)
(X) Occupational ( ) Prerequisite/Developmental
Request for General Education Transfer Certification Designation (Areas):
A. Communication/Critical Thinking ( ) B. Science and Math ( ) C. Humanities ( )
D. Social Sciences ( ) E. Lifelong Understanding/Self Development ( )

7. **RATIONALE FOR OFFERING THIS COURSE:** For new course, this statement will be used for Board of Trustees action. (Not to exceed 25 words.)

Labor trends indicate there is an inadequate supply of caregivers. Community and state agencies have identified extreme needs.

8. **MULTIPLE COURSE INDEX STATUS:** (cross reference) Should this course be listed as equivalent in content to existing District courses? Yes ( ) No (X) If yes, list courses.

Department/Cluster Chair — Date 4/7/94
Curriculum Committee Chair — Date 4/11/94

Vice President, Academic Affairs — Date 4.11.94
College President — Date 4/11/94

9. **EDUCATIONAL PROGRAM STATUS:** (List the educational programs in which course will appear.)

TOP CODE	PROGRAM TITLE	*PROGRAM DESIGNATION	+DEGREE OBJECTIVE	DISTRICT APPROVAL STATUS AT COLLEGE APPROVED	PROPOSED
1304.00	Family & Consumer Studies	1	1/2		X

10. ** **COURSE RELATIONSHIP TO PROGRAM:**

A. OCCUPATIONAL PROGRAM REQUIREMENT: (X) If the course is designated as a requirement of a proposed or existing occupational program, attach a copy of the program showing the placement of the course in the sequence of learning as it will appear in the catalog.

B. OCCUPATIONAL PROGRAM ELECTIVE: ( ) If the course is designed as an elective within a proposed or existing occupational program, attach a list of the other electives within the program.

C. GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this course be designated by the college as a meeting of the general education requirements for graduation?
Yes ( ) No (X). If yes, please indicate which requirement (Areas):
A. Natural Science ( ), B. Social and Behavioral Sciences ( ), C. Humanities ( ), D. Language and Rationality: 1. English Composition ( ) 2. Communication and Analytical Thinking ( ), E. Health and Physical Education ( ).

D. OTHER BACCALAUREATE LEVEL COURSE: ( ) This course does not meet a general education graduation or occupational program requirement but will be accepted towards the completion of the transfer program(s) listed in item no. 9.

E. CONTINUING EDUCATION: ( ) If the course is designed to meet a continuing education need attach a description of the need.

11. **ESTIMATED AVERAGE ENROLLMENT PER SECTION:**
1st yr. 25 2nd yr. 25 3rd yr. 25 4th yr. 25 5th yr. 25

12. **COORDINATION:** (List names and titles of persons contacted at other colleges in regard to this course).

NAME	TITLE	COLLEGE
Barbara Whitney	Specialist in Health	State Chancellor's Office
Ruby Trow	Professor of Home Economics	Cal. Poly, Pomona

13. **INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE:**

a. By Additional Funds ( ) Describe. $_____

b. By deleting sections of existing courses ( )

SUBJECT TITLE	COURSE NUMBER	NUMBER OF SECTIONS TO BE DELETED 1ST YEAR

c. By Special Funds ( ) (detail on supplemental sheet and indicate Federal, State, or Other).

d. Other (X) Alternating with F&CS classes. $_____

$_____

TOTAL FUNDS AVAILABLE $_____

14. If the course is an existing District course attach a copy of the existing catalog course description(s) that were used as a model for this course.

*1. Occupational, 2. Non-Occupational (Academic Transfer, General Education, Developmental)

+1. Associate, 2. Certificate, 3. Apprentice

** A sequence of learning showing the course/program relationship should accompany each new course and add submittal form.

15. **TEXTBOOK(S):** List all publications, no-print media, software, recommended readings including those materials to be put in the Library/LRC.

Author American Red Cross Title CPR/First Aid

Publisher Edition

Author Title

Publisher Edition

Author Title

Publisher Edition

Author Title

Publisher Edition

(Use additional pages if required) * Refer to syllabus for current textbook.

Non-print media, software and recommended readings:

Handouts will be submitted before each topic.

Separate list prepared especially for this class is attached.

16. **SUPPLIES:** List materials and supplies that students are required to purchase or use for this course:

Pencils and notebooks

17. **COURSE OBJECTIVES:** Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

MODULE 2: CPR/First Aid/Safety/Wellness

Demonstrate correct CPR techniques for children and adults and become certified to perform CPR upon successful completion of this module;

demonstrate first aid procedures for cuts, burns, and choking incidents;

describe safety measures to prevent injuries to adults and children;

describe procedures for assisting adults and children with medications and documentation according to Title 22, Division 6, Section 875; and

identify and analyze personal care procedures.

18. **ASSIGNMENTS THAT DEVELOP CRITICAL THINKING:**

A. Written Assignments

X	Essay(s)	___	Summaries/Abstracts
X	Journals/Logs	___	Term paper(s)
___	Research Project/Paper	X	Report(s)
___	Other (specify)_____		

B. Symbol Systems

___	Logic	___	Music
___	Computation	___	Projects
___	Drafting/Graphics	___	Other (specify) _____

C. Skills

X	Verbal/Communication	X	Written
___	Analytical	___	Laboratory
___	Physical	___	Other (specify) _____

D. Other Assignments

___	Field Trips	X	Lectures
___	Meetings	___	Readings
X	Special Films and TV Programs	X	Library/LRC
___	Other (specify) _____		

19. **INSTRUCTIONAL MODES:**

___	Lecture	X	Lecture/Discussion
___	Lecture/Laboratory	___	Laboratory
X	Demonstration	___	Seminar
X	One-on-One Conference	___	Oral Drills
___	Work Experience	___	Computer Interactive Assignment
X	Audio Visual	X	Guest Speakers
X	Field Experience	___	Independent/Directed Studies
___	Small Group Discussions		
___	Other (specify):_____		

20. **EVALUATION METHODS:**

Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course.

___	Standardized Tests	___	Criterion Reference Tests
X	Observation Record of Student Performance	X	Homework
___	Essays/Essay Tests	X	Written Compositions
___	Quizzes, Unit Tests, Midterms	X	Oral Presentations
___	Laboratory Reports	X	Class Participation
___	Term Papers, Projects, Reports	X	Skills Demonstrations
X	Problem-Solving Exercises	___	Final Exams
___	Other (specify):_____		

21. **COURSE CONTENT:**

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks (or days)

Time Allocated	Topic or Activity
	MODULE 2:
	CPR/First Aid/Safety and Wellness
24 Hours	Certification Infant/Child/Adult CPR & First Aid
12 Hours	Safety, Wellness, Medications, Personal Care

Intergenerational Caregiving Certificate

F&CS 39 -	Intergenerational Care Provider Core Course	5 units
FSM -101	Food Production	4 units
F&CS 38 - and/or CD 60	In-home Elder Care (2 Units) In-home Child Care (3 Units)	2/3 units
CO-OP-931	Work experience in elder Care and/or child care facilities	3 units
F&CS 37 - and/or CD 1	Training for Gerontological Services (3 units) Early childhood: Principles and Practices (3 units)	3 units
F&CS 30 -	Family Relationships	2 units
F&CS 70 -	Development of Community Projects (Issues and Trends)	2 units
	Total Number of Units in Certificate	21/22 units

Business of Caregiving

ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services

( ) Existing course
Omit #'s 11-14

PROPOSED NEW COURSE REQUEST (PNCR)

(X) Proposed NEW Course ( ) Proposed ADDITION of a District Course

1. **COLLEGE:** Los Angeles Mission College

2. **COURSE INFORMATION:** (Attach Course Outline)

SUBJECT CODE: 418 EFFECTIVE SEMESTER: 3/94

Family & Consumer Studies — SUBJECT TITLE (not to exceed 40 spaces)
039 — COURSE NUMBER

Business of Caregiving — COURSE TITLE (not to exceed 60 spaces)
1 — Units

3. **PREREQUISITE:** None REPEATABILITY: 0

4. **HOURS PER WEEK:** Lecture 1, Laboratory ___,
Other (specify) ___, Total Hours Per Week 1

5. **DESCRIPTION:** (As it is to appear in the college catalog and Board of Trustees Action. Limit to 40 words)

This module presents an overview of career opportunities including legal aspects, ethical issues, employability skills, and regulations in the caregiving industry. Communication and report writing skills are emphasized.

6. **ARTICULATION:** It is recommended that this course be articulated as:
( ) Acceptable for credit, University of California
(X) Acceptable for credit, California State University & Colleges (Baccalaureate)
(X) Occupational ( ) Prerequisite/Developmental
Request for General Education Transfer Certification Designation (Areas):
A. Communication/Critical Thinking ( ) B. Science and Math ( ) C. Humanities ( )
D. Social Sciences ( ) E. Lifelong Understanding/Self Development ( )

7. **RATIONALE FOR OFFERING THIS COURSE:** For new course, this statement will be used for Board of Trustees action. (Not to exceed 25 words.)

Labor trends indicate there is an inadequate supply of caregivers. Community and state agencies have identified extreme needs.

8. **MULTIPLE COURSE INDEX STATUS:** (cross reference) Should this course be listed as equivalent in content to existing District courses? Yes ( ) No (X) If yes, list courses.

Department/Cluster Chair — Date 4/7/94 — Curriculum Committee Chair — Date 4/11/94

Vice President, Academic Affairs — Date 4.11.94 — College President — Date 4/11/94

BEST COPY AVAILABLE

9. **EDUCATIONAL PROGRAM STATUS:** (List the educational programs in which course will appear.)

TOP CODE	PROGRAM TITLE	*PROGRAM DESIGNATION	+DEGREE OBJECTIVE	DISTRICT APPROVAL STATUS AT COLLEGE APPROVED	PROPOSE
1304.00	Family & Consumer Studies	1	1/2		X

10. ** **COURSE RELATIONSHIP TO PROGRAM:**

A. OCCUPATIONAL PROGRAM REQUIREMENT: (X) If the course is designated as a requirement of a proposed or existing occupational program, attach a copy of the program showing the placement of the course in the sequence of learning as it will appear in the catalog.

B. OCCUPATIONAL PROGRAM ELECTIVE: ( ) If the course is designed as an elective within a proposed or existing occupational program, attach a list of the other electives within the program.

C. GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this course be designated by the college as a meeting of the general education requirements for graduation?
Yes ( ) No (X). If yes, please indicate which requirement (Areas):
A. Natural Science ( ), B. Social and Behavioral Sciences ( ), C. Humanities ( ), D. Language and Rationality: 1. English Composition ( ) 2. Communication and Analytical Thinking ( ), E. Health and Physical Education ( ).

D. OTHER BACCALAUREATE LEVEL COURSE: ( ) This course does not meet a general education graduation or occupational program requirement but will be accepted towards the completion of the transfer program(s) listed in item no. 9.

E. CONTINUING EDUCATION: ( ) If the course is designed to meet a continuing education need attach a description of the need.

11. **ESTIMATED AVERAGE ENROLLMENT PER SECTION:**
1st yr. 25 2nd yr. 25 3rd yr. 25 4th yr. 25 5th yr. 25

12. **COORDINATION:** (List names and titles of persons contacted at other colleges in regard to this course).

NAME	TITLE	COLLEGE
Barbara Whitney	Specialist in Health	State Chancellor's Office
Ruby Trow	Professor of Home Economics	Cal. Poly, Pomona

13. **INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE:**

a. By Additional Funds ( ) Describe. $_____

b. By deleting sections of existing courses ( )

SUBJECT TITLE	COURSE NUMBER	NUMBER OF SECTIONS TO BE DELETED 1ST YEAR

c. By Special Funds ( ) (detail on supplemental sheet and indicate Federal, State, or Other).

d. Other (X) Alternating with F&CS classes. $_____
$_____
TOTAL FUNDS AVAILABLE $_____

14. If the course is an existing District course attach a copy of the existing catalog course description(s) that were used as a model for this course.

*1. Occupational, 2. Non-Occupational (Academic Transfer, General Education, Developmental)

+1. Associate, 2. Certificate, 3. Apprentice

** A sequence of learning showing the course/program relationship should accompany each new course and add submittal form.

15. **TEXTBOOK(S):** List all publications, no-print media, software, recommended readings including those materials to be put in the Library/LRC.

Author	Julie Ruelas/ Frankie White	Title	Business of Caregiveing
Publisher		Edition	Current
Author		Title	
Publisher		Edition	
Author		Title	
Publisher		Edition	
Author		Title	
Publisher		Edition	

(Use additional pages if required) * Refer to syllabus for current textbook.

Non-print media, software and recommended readings:

Handouts will be submitted before each topic.

Separate list prepared especially for this class is attached.

16. **SUPPLIES:** List materials and supplies that students are required to purchase or use for this course:

Pencils and notebooks

17. COURSE OBJECTIVES: Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

MODULE 3: Business of Caregiving

Develop a detailed job description for a specific occupation including prerequisites, legal aspects, ethical issues and employer/employee responsibilities;

identify essential personal, academic and performance skills required for a chosen career;

plan a personal development program to gain employability skills and enhance self-image;

demonstrate identified performance outcomes for career growth and advancement;

familiarize themselves with regulations governing caregivers work; and

develop communication and report writing skills.

18. **ASSIGNMENTS THAT DEVELOP CRITICAL THINKING:**

A. Written Assignments

X	Essay(s)	___	Summaries/Abstracts
X	Journals/Logs	___	Term paper(s)
___	Research Project/Paper	X	Report(s)
___	Other (specify)_____		

B. Symbol Systems

___	Logic	___	Music
___	Computation	___	Projects
___	Drafting/Graphics	___	Other (specify) _____

C. Skills

X	Verbal/Communication	X	Written
___	Analytical	___	Laboratory
___	Physical	___	Other (specify) _____

D. Other Assignments

X	Field Trips	X	Lectures
___	Meetings	___	Readings
X	Special Films and TV Programs	X	Library/LRC
___	Other (specify) _____		

19. **INSTRUCTIONAL MODES:**

___	Lecture	X	Lecture/Discussion
___	Lecture/Laboratory	___	Laboratory
X	Demonstration	___	Seminar
X	One-on-One Conference	___	Oral Drills
___	Work Experience	___	Computer Interactive Assignment
X	Audio Visual	X	Guest Speakers
X	Field Experience	___	Independent/Directed Studies
___	Small Group Discussions		
___	Other (specify):_____		

20. **EVALUATION METHODS:**

Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course.

___	Standardized Tests	___	Criterion Reference Tests
X	Observation Record of Student Performance	___	Homework
___	Essays/Essay Tests	X	Written Compositions
___	Quizzes, Unit Tests, Midterms	X	Oral Presentations
___	Laboratory Reports	X	Class Participation
___	Term Papers, Projects, Reports	X	Skills Demonstrations
X	Problem-Solving Exercises	___	Final Exams
___	Other (specify):_____		

21. **COURSE CONTENT:**

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks (or ____ days)

Time Allocated	Topic or Activity
	MODULE 3:
	Business of Caregiving
3 Hours	Career Planning/Personal Development
3 Hours	Legal Issues/Rules & Regulations/Ethics/Insurance
2 Hours	Client, Employer/Employee Rights/Responsibilities
1 Hour	Work Performance Standard/Grooming/Interview
4 Hours	Communication Skills/Report Writing/Charting
3 Hours	Decision Making/Problem Solving/Time Management
1 Hour	Interview Process
1 Hour	Field Trip

Intergenerational Caregiving Certificate

F&CS 39 -	Intergenerational Care Provider Core Course	5 units
FSM -101	Food Production	4 units
F&CS 38 -	In-home Elder Care (2 Units)	
and/or		
CD 60	In-home Child Care (3 Units)	2/3 units
CO-OP-931	Work experience in elder Care and/or child care facilities	3 units
F&CS 37 -	Training for Gerontological Services (3 units)	
and/or		
CD 1	Early childhood: Principles and Practices (3 units)	3 units
F&CS 30 -	Family Relationships	2 units
F&CS 70 -	Development of Community Projects (Issues and Trends)	2 units
	Total Number of Units in Certificate	21/22 units

Appendix C

Secretary's Commission on Achieving Necessary Skills (SCANS)

Workplace Know-How

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance.

Competencies – effective workers can productively use:

Resources – allocating time, money, materials, space and staff.

Interpersonal Skills – working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds.

Information – acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information.

Systems – understanding social, organizational and technological systems, monitoring and correcting performance and designing or improving systems.

Technology – selecting equipment and tools, applying technology to specific tasks and maintaining and troubleshooting technologies.

The Foundation – competence requires:

Basic Skills – reading, writing, arithmetic and mathematics, speaking and listening.

Thinking Skills – thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning.

Personal Qualities – individual responsibility, self-esteem, sociability, self-management and integrity.

FIGURE 1: SCANS ANALYSIS

A THREE-PART FOUNDATION

Basic Skills Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C *Arithmetic/Mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues
- E *Speaking* - organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A *Creative Thinking* - generates new ideas
- B *Decision Making* - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C *Problem Solving* - recognizes problems and devises and implements plan of action
- D *Seeing Things in the Mind's Eye* - organizes, and processes symbols, pictures, graphs, objects, and other information
- E *Knowing How to Learn* - uses efficient learning techniques to acquire and apply new knowledge and skills
- F *Reasoning* - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A *Responsibility* - exerts a high level of effort and perseveres towards goal attainment
- B *Self-Esteem* - believes in own self-worth and maintains a positive view of self
- C *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D *Self Management* - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E *Integrity/Honesty* - chooses ethical courses of action

FIVE COMPETENCIES

Resources Identifies, organizes, plans, and allocates resources

- A *Time* - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B *Money* - Uses or prepares budgets, makes forecasts, keep records, and makes adjustments to meet objectives
- C *Material and Facilities* - Acquires, stores, allocates, and uses materials or space efficiently
- D *Human Resources* - Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal Works with others

- A *Participates as Member of a Team* - contributes to group effort
- B *Teaches Others New Skills*
- C *Serves Clients/Customers* - works to satisfy customers' expectations
- D *Exercises Leadership* - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E *Negotiates* - works toward agreements involving exchange of resources, resolves divergent interests
- F *Works with Diversity* - works well with men and women from diverse backgrounds

Information Acquires and uses information

- A *Acquires and Evaluates Information*
- B *Organizes and Maintains Information*
- C *Interprets and Communicates Information*
- D *Uses Computers to Process Information*

Systems Understands complex inter-relationships

- A *Understands Systems* - knows how social, organizational, and technological systems work and operates effectively with them
- B *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C *Improves or Designs Systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology Works with a variety of technologies

- A *Selects Technology* - chooses procedures, tools, or equipment including computers and related technologies
- B *Applies Technology to Task* - Understands overall intent and proper procedures for setup and operation of equipment
- C *Maintains and Troubleshoots Equipment* - Prevents, identifies, or solves problems with equipment, including computers and other technologies

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Appendix D

Examples of Questionnaires

April 1993

Dear Care Provider:

Los Angeles Mission College is once again in the forefront of developing curriculum to meet the needs of our community. We have received a grant from the Chancellor's Office of the California Community College District to develop a Lifespan/Life Management Interdisciplinary Caregiver curriculum. Our training program will include an intergenerational caregiver certificate which will have a minimum of 18 hours of college course work. Students completing this certificate will form a pool of qualified potential employees to staff your facility. It is important to hear from local care providers that will be employing our students. Please complete the questionnaire on the reverse side, detach and mail today!
(No postage or envelope necessary)

Sincerely,

Sandi Lampert

Sandi Lampert
Project Director
(818) 364-7696

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS MAIL PERMIT NO. 771 SYLMAR, CA.

POSTAGE WILL BE PAID BY ADDRESSEE

Los Angeles Mission College

Business and Professional Development Center
13356 Eldridge Ave.
Sylmar, CA 91342-3244
Attn: Gayle Brosseau

136

We can use your help!

Los Angeles Mission College

Business and Professional Development Center
13356 Eldridge Ave.
Sylmar, CA 91342

Non-Profit Organization
U.S. Postage
PAID
San Fernando, California
Permit No. 281

QUESTIONNAIRE • Spring 1993

Yes	No	
❑	❑	If our college composed a list of students completing our training program, would you want a copy of this list?
❑	❑	Would you consider interviewing people on the list when positions are available at your business?
❑	❑	Would you use an intern/volunteer from our training program?
❑	❑	Would you hire an employee at a higher pay rate if they were college trained and certified?

How long have you been in business?

_____

How many employees do you have?

_____

How many clients do you have?

_____

What are your monthly client fees?

_____

What skills/characteristics do you look for when staffing your facility?

_____

What trends do you see developing in the care provider industry?

_____

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Appendix E

Forms

PRESS RELEASE

<Company> ● <Address> ● <City, State Zip> ● <Telephone> ● fax: <Fax>

For Immediate Release

Date: December 9, 1993
Contact: <Name>
Phone: <Telephone>
Fax: <Fax>

[Title of press release]

[City and state of origin]—

Module

Objective Planning Form

College_____

Objective:

Instructional Activities	Learning Styles/Strategies	Resources	Outcomes	Evaluation

Transition Skills:

- Reading
- Speaking
- Writing
- Listening
- Computation
- Adaptability
- Decision Making
- Negotiating
- Learning to Learn
- Problem Solving
- Thinking Creatively
- Interpersonal Skills
- Self-Esteem
- Goal Setting
- Applying Technology
- Time Management
- Leadership
- Team Building
- Analytical Skills

Student Data/Evaluation

Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, CA 91342
(818) 364-7797

Intergenerational Care Provider Student Information Sheet

Name_____ Date_____

Home Address _____

Mailing Address _____

Phone Number Home _____ Work_____

Telephone Number where a message can be left _____

In case of an emergency notify _____

Relationship_____ Phone _____

Address _____

Are you Currently employed? _____ Yes _____ No

If so, where? _____

Address _____

_____

Do You have a valid California Driver's License? _____ Yes _____ No

Do you have a current negative TB Clearance? _____Yes _____ No

How did you hear about the Intergenerational Caregiver Training Classes?

_____

_____

Los Angeles
Mission College
13356 Eldridge Avenue
Sylmar, CA 91342
(818) 364-7797

Intergenerational Care Provider Training
Student Demographic Data

The following information is optional --**you are not required to answer the questions**--however, this information will help us collect data on our success in reaching students who need this training. **This information is confidential please do not put you name on this form**. Please put an "X" in the box under each category that applies to you.

GENDER

- ☐ Male
- ☐ Female

ETHNICITY

- ☐ Asian
- ☐ Black
- ☐ Caucasian
- ☐ Hispanic
- ☐ Pacific Islander
- ☐ Other

FAMILY INCOME

- ☐ $15,000 per year or less
- ☐ $16,000 to $25,000 per year
- ☐ $26,000 or more per year

PHYSICAL LIMITATIONS

- ☐ Seeing
- ☐ Lifting
- ☐ Hearing

NUMBER OF PEOPLE LIVING IN HOME BESIDES YOURSELF

- ☐ 0 - 17 years old
- ☐ 18 - 25 years old
- ☐ 25 - 35 years old
- ☐ 36 - 50 years old
- ☐ 50+ years old

YOUR AGE BRACKET

- ☐ 18 - 25 years old
- ☐ 26 - 35 years old
- ☐ 36 - 50 years old
- ☐ 50+ years old

What medicine do you take regularly?

_____

What is the highest grade you completed in school?

_____

What language is spoken in your home?

_____

Los Angeles
Mission College
13356 Eldridge Avenue
Sylmar, CA 91342
(818) 364-7797

Pre-Intergenerational Care Provider
Core Course Questionnaire

Name _____ Date _____

I. What are your expectations of this course based on the course?

II. What do you think a caregiver does?

III. What talents are needed to be a good caregiver?

IV. What kind of place would you choose for your loved one if he/she needed care?

V. Describe the type of place where you would like to work?

VI. What methods would you use if a child/elder exhibits inappropriate behavior?

Los Angeles
Mission College
13356 Eldridge Avenue
Sylmar, CA 91342
(818) 364-7797

Post-Intergenerational Care Provider
Core Course Questionnaire

Name _____ Date _____

I. Were your expectations of these classes met? _____Yes _____ No

If not, which ones were not met? _____

II. What do you think a caregiver does?

III. What talents are needed to be a good caregiver?

IV. What kind of place would you choose for your loved one if he/she needed care?

V. Describe the type of place where you would like to work?

VI. What methods would you use if a child/elder exhibits inappropriate behavior?

Los Angeles
Mission College
13356 Eldridge Avenue
Sylmar, CA 91342
(818) 364-7797

Evaluation Form

Intergenerational Care Provider Training

Module _____

Evaluations are to be completed after each session. On a scale of 1 (low) to 5 (high) evaluate each session.

	Low				High
I learned new skills, techniques or information	1	2	3	4	5
The instructor demonstrated knowledge of the subject.	1	2	3	4	5
The presentation was relevant to me.	1	2	3	4	5
I would recommend this course.	1	2	3	4	5

How could this course have been improved?

_____

_____

_____

General Comments:

_____

_____

_____

Certificate of Completion

Intergenerational Caregiver Course

This certifies that_____

has successfully completed 90 hours of training in

Intergenerational Caregiving which included:

Principles of Caregiving
Business Aspects
CPR, First Aid
Human Development

_____ _____

Date **Coordinator, Intergenerational Program**

Child Care Practicum Worksheets

CHILD CARE PROVIDER PRACTICUM WORKSHEETS

These questions are to help you assess your place in the growing field of child care providers and to maximize your practicum experience. Take time to reflect on them and to answer them thoughtfully.

Before Practicum:

I. What are 2 things you would like to learn when you visit a child care center?

1.

2.

II. List 2-3 personal strengths you have that make you a good candidate for being a child care provider?

1.

2.

3.

III. List 2 personal challenges that you would face in being a child care provider.

1.

2.

IV. What motivates you to explore the career field of child care?

During Practicum:

I. How many people work at the child care center you are observing?

II. List the names, titles, and write brief job descriptions for each person working at the child care center you are observing.

III. Is there a career ladder at this child care center? Is it possible for child care providers to advance to higher pay scales and/or higher positions at this child care center?

A. If the answer is yes:

1. What is required for qualifying for a higher pay scale?

2. What is required to advance to a higher position?

IV. What changes has this child care center made in the last five years? Are any of these changes the result of state or federal requirements?

V. What changes does this child care center plan in the next five years? Are any of these changes the result of state or federal requirements?

VI. What has been the greatest challenge to directing this child care center for the director?

VII. What has been the greatest reward from directing this child care center for the director?

VIII. What has been the greatest challenge for an assistant at this child care center?

IX. What has been the greatest reward for an assistant at this child care center?

X. What motivates these child care providers to stay involved in this career?

XI. What does the director of this child care center see as the 3 most important characteristics for being a child care provider?

After Practicum:

I. After reflecting on this experience what is your personal career goal?

II. What is your next step to reaching this goal?

III. What further plans are you making towards reaching this goal?

IV. What further training will you need?

V. How would you search for the job you want?

VI. After your practicum, do you think child care providers work harder and longer hours or easier and shorter hours than you thought before this experience? Why?

VII. What did you observe to be the rewards of this work?

VIII. List 10 characteristics, values, or skills that you think would define the ideal child care provider. On a scale from 1 to 10 with 1 representing your having very little to none of this characteristic, and 10 representing your having lots of this characteristic, where would you place yourself on these characteristics, values, or skills?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

IX. What did you learn about yourself from this scaling?

X. Write a summary of this experience. What do you want to be sure to remember about this experience? What did you learn about the career field of child care providers? What did you learn about children? What did you learn about yourself?

Elder Care Practicum Worksheets

ELDER CARE PROVIDER PRACTICULM WORKSHEETS

These questions are to help you assess your place in the growing field of elder care providers and to maximize your practicum experience. Take time to reflect on them and to answer them thoughtfully.

Before Practicum:

I. What are 2 things you would like to learn when you visit an elder care center?

1.

2.

II. List 2 - 3 personal strengths you have that make you a good candidate for being an elder care provider?

1.

2.

3.

III. List 2 personal challenges that you would face in being an elder care provider.

1.

2.

VI. What motivates you to explore the career field of elder care?

During Practicum:

I. How many people work at the elder care center you are observing?

II. List the names, titles, and write brief job description for each person working at the elder care center you are observing.

III. Is there a career ladder at this elder care center? Is it possible for elder care providers to advance to higher pay scales and/or higher positions ar this elder care center?

A. If the answer is yes:

1. What is required for qualifying for a higher pay scale?

2. What is required to advance to a higher position?

IV. What changes has this elder care center made in the last five years? Are any of these changes the result of state or federal requirements?

V. What changes does this elder care center plan in the next five years? Are any of these changes the result of state or federal requirements?

VI. What has been the greatest challenge to directing this elder care center for the director?

VII. What has been the greatest reward from directing this elder care center for the director?

VIII. What has been the greatest challenge for an assistant at this elder care center?

IX. What has been the greatest reward for an assistant at this elder care center?

X. What motivates these elder care providers to stay involved in this career?

XI. What does the director of this elder care center see as the 3 most important characteristics for being an elder care provider?

After Practicum:

I. After reflecting on this experience, what is your personal career goal?

II. What is your next step to reaching this goal?

III. What further plans are you making towards reaching this goal?

IV. What further training will you need?

V. How would you search for the job you want?

VI. After your practicum, do you think elder care providers work harder and longer hours or easier and shorter hours than you thought before this experience? Why?

VII. What did you observe to be the rewards of this work?

VIII. List 10 characteristics, values, or skills that you think would define the ideal elder care provider. On a scale from 1 to 10 with 1 representing your having very little to none of this characteristic, and 10 representing your having lots of this characteristic, where would you place yourself on these characteristics, values, or skills?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

IX. What did you learn about yourself from this scaling?

X. Write a summary of this experience. What do you want to be sure to remember about this experience? What did you learn about the career field of elder care providers? What did you learn about seniors? What did you learn about yourself?

Appendix F

Curriculum Endorsement - Department of Social Services

STATE OF CALIFORNIA—HEALTH AND WELFARE AGENCY

DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING DIVISION
14546 Hamlin Street, Suite 300
Van Nuys, California 91411-1629
(818) 908-4500

May 12, 1993

Ms. Gayle Brosseau
Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, CA 91342-3244

Dear Ms. Brosseau:

The San Fernando Valley District Office of Community Care Licensing is very pleased to be a part of the design team at Los Angeles Mission College. The concept of an interdisciplinary caregiver curriculum is most innovative. As a State licensing agency, we see the need for professionally trained staff who are the first line caregivers in community care facilities.

The course that is being developed will teach the student about nutrition, client assessment, personal care, and behaviors. Many very different types of clients are served by our facilities, all with varying levels of need. A program such as yours will allow students to gain a wide range of experience with the preschooler, disabled adult, and the elderly.

In addition, due to economic factors, many homemakers are finding themselves at home caring for a disabled parent and their own children. The intergenerational caregiver course will enable this individual to be more competent and understanding of these two very different age groups.

I look forward to our continued collaboration in this area. The community of San Fernando Valley will be better served by our joint efforts.

Sincerely,

Lydia Thomas

Lydia Thomas, Manager
San Fernando Valley District Office.

LIC 9083 (4/91)

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Life Span/Life Management
Advisory Committee
June 28, 1994

Name/Title	Representing	Address	Phone/FAX
Barbee, Donald	Community Care Licensing	State of California Department of Social Services Community Care Licensing Division 14546 Hamlin Street, Suite 300 Van Nuys, CA 91411	(818) 901-4134
Delmast, Mary	District Manager Department of Social Services	Community Care Licensing Division 8745 Aero Drive, Suite 200 San Diego, CA 92123	(619) 467-2367
Hersant, Tom	District Manager Department of Social Services Child Care	Carlsbad District Office Community Care Licensing Division 5973 Avenida Encinas, Suite 324 Carlsbad, CA 92008	(619) 929-3232
Huerta-Merrill, Maria	Regional Administrator	Department of Social Services 14355 Roscoe Blvd. Panorama City, CA 91402	(818) 895-7800 FAX (818) 892-1568
Lacey, Fred	District Manager Department of Social Services	Community Care Licensing Division 2400 Glendale Lane Sacramento, CA 95815	(916) 574-2358
Gary Levension	District Manager Residental Care	Department of Social Services Community Care Licensing 2400 Glendale Lane Sacramento, CA 92008	
Teasley, Frances	GAIN Case Manager	Department of Social Services 14355 Roscoe Blvd. Panorama City, CA 91402	(818)895-7804
Thomas, Lydia	District Manager Department of Social Services Community Care Licensing Division	6167 Bristol Park Way Room #210 Culver City, CA 90230	(310) 568-1807
White-Shelton, Frankie	Department of Social Services	14546 Hamlin Street Suite #300 Van Nuys, CA 91411	(818) 908-4500
Zayas, Ed	Dept. of Social Services Case Manager GAIN	Los Angeles Mission College 13356 Eldridge Avenue Sylmar, CA 91342	(818) 364-775

Appendix G

Recruitment Effort - Samples

Recruitment Effort

Press

Memo

Date Sunday, April 24, 1994
To Ina Geller, Public Relations Director
From Sandi Lampert
cc: Alice Hernandez
Ed Zayas

On May 18 from 300 P M to 4:30 PM we are going to have a "CELEBRATION OF THE GENERATIONS" program at the Child Care Center on Campus. The Villa Scallabrini Retirement home in Sun Valley will bring the seniors to our child care center for joint activities which will include making cookies, art projects, music, sing-a-long, etc.

Students in our Gerontology program and the Child Development program will help conduct the program with the aid of Director Alice Hernandez and her staff.

Could you please have a photographer come from a local newpaper to do a story and take pictures? For once I believe I am contacting you with enough lead time.

We will be celebrating Intergenerational Week. Ina, there is going to be a growth in intergenerational activities. There is an excellent Intergenerational Center called O.N.E. that opened up in Van Nuys on Victory Blvd. financed by a one million dollar grant from the Ahmanson Foundation. When we build our Child Care center here at Mission there will also be room from an adult day care center. We have just completed a core course in our 'INTERGENERATIONAL CARE PROVIDER CERTIFICATE". This course was developed through a grant from the State Chancellor's office. We had a group of GAIN students complete this core class and four have been offered jobs already.

Also Gaye Brosseau and I will be attending the first Intergenerational Conference being held here in Southern California on May 5. Key advocates for Intergenerational care have been invited and one of the guest speakers, the director of "Generations United", is coming from Washington, D C. to talk about the National scope of Intergenerational activities.

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PRESSRELEASE

Los Angeles Mission College - 13356 Eldridge Avenue - Sylmar - California - 91342

For Immediate Release

Date: January 5, 1994
Contact: Sandra Lampert
Phone: 818-364-7696
Fax: 818-364-7755

Intergenerational Care

Sylmar, California—

Are you looking for retraining? Do you like to care for people?

Los Angeles Mission College is offering a new class entitled, "Intergenerational Care." This class is offered in five modules over a period of ten weeks. The first two weeks the class covers the field of Caregiving and begins February 1 from 5:00 p.m. until 9:30 p.m.. Sign up now for Family and Consumer Studies 99A, Section 3374 at 13356 Eldridge Avenue, Sylmar. The next two classes will cover CPR/First Aid followed by the Business of Caregiving, Human Development, and field work.

The field of caregiving is one of the fastest growing segments of work today. Child care through elder care will be covered in this course. The State Chancellor's Office for the community colleges felt that the need to train people in this area was so great, that they gave a grant to Los Angeles Mission College to develop this class for the state community college system.

For further information, call Professor Lampert at (818) 364-7696.

PRESSRELEASE

Los Angeles Mission College - 13356 Eldridge Avenue - Sylmar - California - 91342

For Immediate Release

Date: April 14, 1994
Contact: Sandra Lampert
Phone: 818 - 364-7696
Fax: 818 - 364-7755

Los Angeles Mission College Takes Care of You

Sylmar California—

The following students received their Certificate of Achievement for completing a ninety hour training program entitled, "Intergenerational Care Provider." This course was made possible by a grant that Los Angeles Mission College received from the California Community College Chancellor's Office. Los Angeles Mission College has developed a certificate program in intergenerational care to meet the employment projections from the Bureau of Labor Statistics that show that the human service sector should be among the ten fastest growing careers between now and the year 2005. Escalating health care costs, increased life expectancy and a desire not to be institutionalized are expanding the need for caregivers. We at Los Angeles Mission College plan to meet that need!

The students are:

Teresa Avila	-- San Fernando	Tara McGuire	-- Granada Hills
Lisa Costa	-- Sun Valley	Leslie Negrete	-- San Fernando
Joanna Fookes	-- Simi Valley	Merita Scott	-- Lakeview Terrace
Amparo Garcia	-- Sun Valley		
Maria Gurola	-- Burbank	Heidi Slattery	-- Sylmar
Maria Hancock	-- Sylmar	Donna Leon Tolbert	--Van Nuys
Sharon Hooks	-- Sylmar	Juanita Villasana	-- North Hollywood

For more information about our classes, please call Professor Lampert (818) 364-7696

PRESSRELEASE

To: Colleen Kelly, Spectrum
From: Barbara Gillogly, ARC
Date: January 6, 1994
Re: Press Release

American River College is once again in the forefront of developing curriculum to meet the needs of our community. The Gerontology Program at American River has received a grant from the California Community College Chancellor's Offce to offer training for intergenerational caregivers--those who provide in-home care for children, disabled adults and the elderly. The course will train people to be placed in home care and eventually operate their own home-based facilities for children, the elderly, or pairing the elderly with the very young, a concept which is growing in popularity.

Employment projections show that the human service sector should be among the ten fastest growing careers between now and the year 2005. Rapid job growth is predicted in child day care services, and escalating health care costs, increased life expectancy and a desire not to be institutionalized are factors that contribute to the expanding need for caregivers for the aged. A pool of profesionally trained caregivers is essential for individuals seeking competent help in caring for their children and/or elders.

The total training program will consist of 20 units of specialized classes. The first 5 units will be offered as a pilot program by American River College during the Spring Semester beginning January 20, 1994. Classes will be held on campus on Monday and Thursday afternoons from 4:00-7:00 p.m. Upon completion of these 5 units, students will receive a Certificate of Completion from the college. The cost is $13 per unit ($65 for 5 units) and there is assistance available for low-income students. The program is targeted toward ethnic minorities, the unemployed, reentry students, seniors, and low-income students.

Students may register by calling Dr. Gillogly at 484-8512. Enrollment is limited and is on a first-come-first -serve basis, so call as soon as possible. Begin to prepare now for a growing career field.

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Press Coverage

College gets grant for special program

SYLMAR — Los Angeles Mission College has received an $80,000 grant from the California Community Colleges to formulate a child-care and elder-care curriculum, college officials said.

The program will be designed to encourage economically disadvantaged ethnic minorities, senior citizens and limited-English-speaking persons to seek training to become employed as caregivers, said Sandra Lampert, a Mission College professor of family and consumer studies.

The program also will provide continuing education for persons already in the field and will satisfy the new state requirement that by 1995 professional caregivers have 15 hours of training in nutrition and health practices, Lampert said.

— Daily News

EAST VALLEY FOCU

SYLMAR

Grant to Train Care Facility Operators

Mission College has received an $80,000 grant from the state for a pilot program to train people to care for the elderly or children.

The course would train people who want to operate facilities for the elderly or children—or centers that pair the elderly with the very young, which are growing in popularity, said Sandra Lampert, a family and consumer studies instructor at the college.

"We find there will be a growing need for this," said Lampert. "The elderly are living longer. Who's going to care for them? And child care has always been very popular."

Part of the reason that child-care courses tend to be full is that students must take them to fulfill tight state requirements for people entering the field, said Lampert.

The same soon will be true of elderly care, after the state Assembly passed a bill requiring 15 hours of specialized training for workers and operators of facilities for the elderly, said Lampert. Mission College's course will satisfy that requirement, she said.

The college was one of three in the state to be chosen by California Community Colleges for the intergenerational course, which will be offered in the spring semester, Lampert said.

The college will tailor the program toward ethnic minorities and low-income students.

Eventually, it may make the course a permanent offering in its gerontology department, Lampert said.

"We're going to see how it works out," Lampert said. "We hope that we can incorporate it."

—GEOFFREY MOHAN

Recruitment Effort

Flyers

Training for

IN-HOME CAREGIVERS

(Residential)

New Program offered by:

American River College
4700 College Oak Drive
Sacramento, CA 95841

Training to meet the increasing need for in-home caregivers for children and older adults. This intergenerational training provides the skills needed to become a trained caregiver. These classes cover:

Health & Safety
Assessment
Development
Special Needs and Resources
Family Issues
Coping Skills
Legal Issues
Time Management
Career Planning

Classes will be held at American River College on **Monday and Thursday afternoons from 4:00-7:00 pm beginning January 20, 1994 and ending May 5, 1994.**

Certificate of Training presented upon completion of 5-unit program. **Enrollment is limited--register now by calling:**

Barbara Gillogly, Ph.D.
ARC Gerontology Center
(916) 484-8512

Los Angeles Mission College

Intergenerational Care Provider Classes

Have you thought of caring for children or elders?

Does employment in the caregiving field interest you?

Enroll in Los Angeles Mission College's "Intergenerational Care Provider" course and learn about the career opportunities in one of the fastest growing employment areas - the care provider industry.

This five unit course is divided into one-unit modules and scheduled over a ten-week period. Cost- $13 per unit. The Tuesday and Thursday evening classes will be held from 5 p.m. until 9:30 p.m. and on Saturday from 8 a.m. until 5 p.m. in the Campus Center at Los Angeles Mission College.

For more information call:
Professor Sandra Lampert
(818) 364-7696

Care Provider Class Schedule

Dates/Section #	*Module Description*
Module 1 / Section # 3374 *Tuesday - February 1* *Thursday - February 3* *Tuesday - February 8* *Thursday - February 10*	**CAREGIVING** Introduction to the caregiving field, including topics on nutrition, community resources, injury prevention, emergency preparedness, control of infectious diseases and meal preparation.
Module 2 / Section # 3801 *Thursday - February 17* *Thursday - February 24* *Saturday - February 26*	**CPR/FIRST AID/SAFETY/WELLNESS** Training and certification in adult / child / infant cardiopulmonary resuscitation (CPR), first aid, safety and wellness.
Module 3 / Section # 3802 *Tuesday - March 1* *Tuesday - March 8* *Saturday - March 12*	**BUSINESS OF CAREGIVING** Learn how to prepare for interviews, improve communication skills, manage your time effectively, and create a career plan.
Module 4 / Section # 3803 Tuesday - March 15 *Saturday - March 19 *Room 1013 (Instructional Bldg.)* Tuesday - March 22	**HUMAN DEVELOPMENT/LIFESPAN FOCUS** Overview of human development including topics on aspects of aging, emotional concerns of caregivers, age appropriate activities and cultural diversity.
Module 5 / Section # 3804 Tuesday - April 5 Thursday - April 7 Tuesday - April 12 Thursday - April 14	**FIELD WORK COMPONENT** Observe and participate at a caregiving facility *Spring Recess 3/28-4/2*

CAREGIVING CLASSES

AT GROSSMONT COLLEGE

FIVE UNITS CREDIT

MODULE 1- OVERVIEW OF CAREGIVING
WED. 2-5 PM JAN 26-MARCH 2

MODULE 2 BUSINESS OF CAREGIVING
SAT. 8AM-5PM
FEB. 25 + MARCH 5

MODULE 3- CAREGIVING CPR AND WELLNESS
SAT. 8AM-5PM, MARCH 12+19

MODULE 4- LIFESPAN HUMAN DEVELOPMENT
SAT 8AM-5PM, APRIL 23+30

MODULE 5- WORK PRACTICUM
TBA

FOR FURTHER INFORMATION CALL 465-1700 EXT 327 OR 372
OR LEAVE A VOICE MEMO AT #3776

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Recruitment Effort

Letters

Los Angeles
Mission College
The nine colleges of the Los Angeles Community College District

13356 Eldridge Avenue • Sylmar, CA 91342-3200 • (818) 364-7600 *Jack Fujimoto, Ph.D., President*

TO Southern California Senior Life
FROM Professor Sandra Lampert, Director of Gerontology
DATE January 6, 1994

I read in your December, 1993 edition of SR Life, S.F. Edition about the" Caring for Toddlers and Seniors Together" article on the front page. This was brought to me my one of my students who works at the Reseda Multipurpose Center. I was prompted to write and tell you what we are doing here at Mission College to meet the needs of our Senior population.

We have the only Gerontology program (Certificates and Associate Degrees) in the valley and the only one in the L.A. Community College district. We are a vendor for the State to train Administrators/Licensees of Residential Care Facilities for the Elderly. We have a class in "Elder Care" in which we train students to care for the elderly. Our course is fashioned after the program "Aides to the Elderly" run at the Valley Storefront. We have also been working on a grant funded by the State Chancellor's Office of the Community Colleges, developing an "Intergenerational Care Provider Certificate" program to be disseminated throughout the 107 Community Colleges.

Starting February 1, we are offering a pilot program for this certificate which is the core class in Child/Adult Caregiving. The course will be taught in modules consisting of the following: Introduction to Caregiving, CPR/ first Aid/wellness, Business of Caregiving, Human Development and Field work. This course fits the needs of Family Day Care requirements soon to be compulsory by the state DSS. The American Society of Aging has asked us to share our course development process and contents with participants at their spring conference in San Francisco.

If anyone is interested in signing up for our intergenerational course, they can come to the admissions office at L.A. Mission College, 13356 Eldridge Ave., Sylmar, and sign up for Family & Consumer Studies 99A,B,C,D & E. Each module costs $13 and offers one unit of college credit. We welcome all ages. For further information, please call Sandi Lampert at (818)364-7696. Also, people can call that number if they need someone for eldercare.

If you can put the above information in your next edition, I would be most appreciative. You can edit this article to fit your space.

Thank you.

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American River College

4700 College Oak Drive Sacramento, CA 95841 916/484-8011

BULLETIN

American River College has been selected to offer a pilot program for the training of intergenerational in-home caregivers--those who provide child care, care of dependent adults, and/or elder care. This program was developed in response to the increasing emphasis on home care for all ages and the growing need for trained in-home caregivers.

The initial training program will consist of five 18-hour modules (90 hours) covering:

Caregiving
CPR, First Aid, Safety
Business of Caregiving
Human Development
Practicum

These five modules will cover issues such as: health and safety, assessment, special needs, resources, family issues, coping skills, time management, career planning, and hands-on experience. These classes will be held on **Mondays and Thursdays from 4:00-7:00 p.m. beginning January 20, 1994 and ending May 5, 1994.**

The curriculum is designed to encourage the economically disadvantaged, ethnic minorities, and senior citizens to seek training which will equip them with the education, skills, and background necessary for gainful employment as caregivers. Employment projections from the Bureau of Labor Statistics show that the human service sector should be among the ten fastest growing careers between now and the year 2005. Rapid job growth is predicted in child day care services, and escalating health care costs, increased life expectancy and a desire not to be institutionalized are factors that contribute to the expanding need for caregivers for the aged. A pool of professionally trained caregivers is essential for individuals seeking competent help in caring for their children and/or elders.

If there is support for this initial pilot program of five modules, we will then proceed to implement the entire program of an additional 15 units covering: food preparation and nutrition, in-home child/elder care, training for child/elder services, family relationships, local issues and trends, and a practicum. The completion of the entire program would result in a California Certificate in Caregiving validating the student's knowledge and skills.

This program provides students with the skills to become a competent, trained employees for those seeking and/or placing in-home caregivers and a first step toward becoming an independent provider of in-home care. This is a unique opportunity, and you are urged to take advantage of it by encouraging those with whom you work to enroll. Knowledge and training are the foundations of professional caregiving.

Flyers advertising this program are enclosed. Please distribute and display them for maximum coverage within your facility or agency. Students may register by calling the Gerontology Center (916)484-8512. Enrollment is limited and is on a first-come-first-serve basis, so I urge you to call as soon as possible. If you would like additional information, please call me at the above number.

Barbara Gillogly

Barbara Gillogly, Ph.D.
Director, Gerontology Center

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American River College
4700 College Oak Drive Sacramento, CA 95841 916/484-8011

December 23, 1993

Senior Center Directors:

American River College is piloting a program on intergenerational caregiver training that will begin in January. Enclosed are an explanatory letter and a couple of flyers advertising the program. I thought this might be a program of interest to well seniors who are looking for training leading to either full-time or part-time employment.

If you have any potential students, I would certainly appreciate your referring them to me. If I can answer any questions, please call me at (916)484-8512. I'm looking forward to hearing from you.

Sincerely,

Barbara Gillogly, Ph.D.
Director, Gerontology

Encl.

American River College
4700 College Oak Drive Sacramento, CA 95841 916/484-8011

December 23, 1993

Adult Employment Directors and Counselors:

American River College is piloting a program on intergenerational (child through older adult) caregiver training that will begin in January. Enclosed are an explanatory letter and a couple of flyers advertising the program. I thought this might be a program of interest to any adult in your program (young, middle-aged, well-elderly, ESL) who is looking for training leading to either full-time or part-time employment along with being a beginning step on a career ladder.

If you have any potential students, I would certainly appreciate your referring them to me. If I can answer any questions, please call me at (916)484-8512. I'm looking forward to hearing from you.

Sincerely,

Barbara Gillogly, Ph.D.
Director, Gerontology

Encl.

Los Angeles Mission College
One of the nine Los Angeles Community Colleges

13356 Eldridge Avenue • Sylmar, CA 91342-3244 • (818) 364-7600 Jack Fujimoto, Ph.D., President

June 29, 1994

Honorable California Senator Art Torres
State Capitol, Room 2080
Sacramento, CA 95814

Dear Senator:

This letter is to inform you about one of the ways that the community colleges are meeting the needs of your constituents. In the spring semester 1994, Los Angeles Mission College, along with American River College in the north and Grossmont College in the south, will offer a pilot class entitled, "Intergenerational Care Provider."

Los Angeles Mission College was awarded a grant to develop an interdisciplinary Lifespan/Life Management curriculum with an Intergenerational Certificate as part of the Home Economics and Consumer Education for Curriculum in Lifespan/Life Management (VATEA Special Project Grant # 92-0054). I am enclosing an abstract of this project for your information.

Our college will be making a presentation about this grant at the California Community College Consumer Home Economics Education (CCCHEE) forum on Friday, October 8, 1993 at the Holiday Inn Capitol Plaza, Fresno Room, Sacramento. The forum is from 9:00 a.m. until 4:00 p.m.; our presentation is scheduled from 10:45 a.m. to 11:15 a.m..

We would like to invite you to attend the day-long forum, but if you are interested in only attending our presentation please call me at (818) 364-7696.

Sincerely,

Sandra Lampert, M.S.
Project Director

CALIFORNIA LEGISLATURE

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SENATE COMMITTEE ON

INSURANCE, CLAIMS AND CORPORATIONS

ART TORRES
CHAIRMAN

October 1, 1993

Ms. Gayle Brosseau
Coordinator
Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, California 91342

Dear Ms. Brosseau:

Thank you for your letter concerning the curriculum that Los Angeles Mission College is developing. The abstract of the project presented some interesting facts about the work you are undertaking.

The timing of your letter could not be more perfect. Later next month, I will hold a hearing on the issue of long term care and its role in the quality of health care in California. The information you provided has added another relevant piece to the puzzle.

Again, thank you for bringing this subject to my attention.

Sincerely,

ART TORRES
Chairman

AT:bf/cgg

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STATE CAPITOL • ROOM 2080 • SACRAMENTO, CALIFORNIA 95814 • (916) 445-0825

Los Angeles
Mission College
13356 Eldridge Avenue • Sylmar CA 91342-3200 • (818) 364-7600 Jack Fujimoto, Ph.D., President

January 15, 1994

Dear Graduate,

Congratulations on your graduation from the GAIN program. I am writing to you today to tell you about a very exciting career option that has been developed here at Los Angeles Mission College. We are offering a child/elder care provider class. This class consists of five modules: 1) Introduction to Caregiving, 2) First Aid/Cardiopulmonary Resuscitation (CPR), 3) Business of Caregiving, 4) Human Development/Lifespan Focus, and 5) Observation/Participation at a care facility.

The course begins Tuesday, February 1, 1994 from 5 p.m. until 9:30 p.m. in room 4 of the Campus Center at Los Angeles Mission College. Please see the enclosed flyer for the class schedule.

I invite you to come to the admissions office now to register for this class which leads to many career opportunities in the caregiving field. If you have any further questions, please call Sandi Lampert (818) 364-7696.

Sincerely,

Sandra Lampert
Project Director

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Recruitment Effort

Other

Format for Conference Session

American Society on Aging

Monday, March 21, 1994

San Francisco, Hilton

2:10 p.m. to 2:50 p.m.

I. Sandra Lampert, Professor of Gerontology and Project Director of Lifespan/ Life Management Interdisciplinary Caregiver Curriculum

(10 minutes) (2:10 p.m. to 2:20 p.m.)

A. Introduction of Panel
B. Overheads
   1. Content of Core Course
   2. Content of the Intergenerational Certificate Program

II. Lydia Thomas, District Manager, Director Community Care Licensing Division, Department of Social Services

(10 minutes) (2:20 p.m. to 2:30 p.m.)

A. Department of Social Services Perspective
B. Linkages with Greater Avenues to Independence (GAIN)

III. Ruby Trow, Professor of Home Economics

(10 minutes) (2:30 p.m. to 2:40 p.m.)

A. Articulation with University
B. Importance of Interdisciplinary and Interagency Advisory Committees

IV. Eloise Cantrell, Dean of Vocational and Technical Education and Economic Development

(10 minutes) (2:40 p.m. to 2:50 p.m.)

A. Where do we go from here - TECH PREP
B. Concluding Remarks

American River College
4700 College Oak Drive Sacramento, CA 95841 916/484-8011

Information sent to:

Sacramento Bee
Spectrum Newspaper

Gerontology Advisory Board Members

Adult Employment Directors and Counselors
Senior Center Directors
Children's Center Directors
ARC Reentry Center
GATE Program
SETA
GAIN Program
Home Assistance Agencies
United Cerebral Palsy
Adult Education Centers
WEAVE
Widowed Persons Association
YMCA
YWCA
Shared Housing
Asian Resources
Job Corps
JTPA Program for Seniors
Human Development Programs
Lao Family Community
Chinese Community
Indian Manpower
LaFamilia
Adult Day Health Centers
MSSP
County Adult Services
Public Guardian/Conservator
GeroPsych
Serve our Seniors

Appendix H

Assembly Bill 962

Display 1991-1992 Bill Text - INFORMATION
BILL NUMBER: AB 962

BILL TEXT

CHAPTER	35
FILED WITH SECRETARY OF STATE	APRIL 20, 1992
APPROVED BY GOVERNOR	APRIL 20, 1992
PASSED THE ASSEMBLY	MARCH 30, 1992
PASSED THE SENATE	MARCH 12, 1992
AMENDED IN SENATE	MARCH 2, 1992
AMENDED IN SENATE	JANUARY 9, 1992
AMENDED IN SENATE	SEPTEMBER 5, 1991
AMENDED IN SENATE	AUGUST 20, 1991
AMENDED IN ASSEMBLY	JUNE 25, 1991
AMENDED IN ASSEMBLY	MAY 6, 1991
AMENDED IN ASSEMBLY	APRIL 8, 1991

INTRODUCED BY Assembly Member Alpert
(Principal coauthor: Assembly Member Hunter)
(Coauthors: Assembly Members Archie-Hudson, Eastin, Lee, Roybal-Allard, and Speier)

MARCH 4, 1991

An act to add Section 1596.866 to the Health and Safety Code, relating to child day care.

LEGISLATIVE COUNSEL'S DIGEST

AB 962, Alpert. Child day care facilities.

Existing law requires the State Department of Social Services to adopt, amend, or repeal necessary rules and regulations relating to child day care facilities, including day care centers and family day care homes.

Existing law establishes various qualifications and requirements with respect to the staffing of child day care facilities under the California Child Day Care Facilities Act. Existing law provides that any person who willfully violates the California Child Day Care Facilities Act, or any rule

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or regulation adopted under the act, is guilty of a misdemeanor, punishable by a fine not to exceed $1,000 or by imprisonment in the county jail, or by both. Existing law further provides for civil penalties and the suspension and revocation of a license for violations of the act.

This bill would require, in addition to any other required training, at least one director or teacher at each child day care facility, other than a family day care home, and each licensed family day care home provider to have at least 15 hours of training, as specified, on preventative health practices and any additional training required to renew a prescribed pediatric cardiopulmonary resuscitation or pediatric basic life support card and pediatric first aid card.

This bill would require the child day care facility director to ensure that at least one staff member currently trained in pediatric first aid and cardiopulmonary resuscitation is available at all times when children are present at the facility.

This bill would require the child day care facility personnel and family day care home provider to complete their training on or before January 1, 1995, and completion of this training would be a condition of licensure or relicensure.

This bill would require the department, upon making specified determinations, to issue a 90 day, nonextendable, provisional license to day care license applicants and licensees who are not in compliance with the provisions of this bill after January 1, 1995.

This bill would impose a state-mandated local program by changing the definition of a crime.

This bill would require the training to be given by certified or credentialed instructors employed by certain entities and provided through on-the-job training, workshops, or classes. This bill would require the affected personnel to maintain a current, unexpired pediatric cardiopulmonary resuscitation card or pediatric basic life support card, and a pediatric first aid card. This bill would require the department to adopt regulations to implement these provisions.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 1596.866 is added to the Health and Safety Code, to read:

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Display 1991-1992 Bill Text - INFORMATION
BILL NUMBER: AB 962

BILL TEXT

1596.866. (a) In addition to any other required training, at least one director or teacher at each child day care facility, other than a family day care home, and each licensed family day care home provider shall have at least 15 hours of training on preventative health practices. The training shall include a minimum of four hours of pediatric cardiopulmonary resuscitation, a minimum of eight hours of pediatric first aid, a minimum of three hours in preventative health practices and any additional training required to renew a pediatric cardiopulmonary resuscitation card or a pediatric basic life support card, and a pediatric first aid card required by subdivision (f). Training in preventative health practices shall include one or more of the following:

(1) Control of infectious diseases, including immunizations.

(2) Training in childhood injury prevention.

(3) Sanitary food handling.

(4) Nutrition.

(5) Emergency preparedness and evacuation.

(b) The child day care facility director shall ensure that at least one staff member currently trained in pediatric first aid and cardiopulmonary resuscitation shall be available at all times when children are present at the facility. Nothing in this subdivision shall be construed to require, in the event of an emergency, additional staff members, who are available when children are present at the facility, to be currently trained in first aid and cardiopulmonary resuscitation.

(c) All personnel described in subdivision (a) shall complete health training on or before January 1, 1995, and completion of the health training shall be a condition of licensure or relicensure. For licenses issued or subject to renewal after January 1, 1995, the director shall issue a provisional license for applicants and licensees who are not in compliance with this section once the director determines a provisional license may be issued pursuant to Section 1596.84. Notwithstanding Section 1596.84, this provisional license shall expire 90 days after the date of issuance and cannot be extended. A license or renewal shall be denied if the requirements of this section are not met by the expiration of the provisional license.

(d) Completion of the training required pursuant to subdivision (a) shall be demonstrated, upon request of the licensing agency, by the following:

(1) A current pediatric cardiopulmonary resuscitation card issued by the American Red Cross or pediatric basic life support card issued by the American Heart Association.

(2) A current pediatric first aid card issued by the American Red Cross.

(3) A certificate of completion of a course or courses in preventative health practices as defined in subdivision (a) or certified copies of transcripts that identify the number of hours and the specific course or courses taken for training in preventative health practices as defined in subdivision (a).

(e) Any training required in order to obtain a card or certificate required pursuant to subdivision (d) shall be given by a certified or credentialed instructor employed by an agency, department, or organization offering this training, including, but not limited to, the American Red Cross, the American Heart Association, a fire department, a health department, or an accredited postsecondary institution. This training shall not be provided by a home study course. This training may be provided through on-the-job training,

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workshops, or classes.

(f) All personnel described in subdivision (a) shall maintain a current, unexpired pediatric cardiopulmonary resuscitation card or pediatric basic life support card, and a pediatric first aid card.

(g) The department shall, on or before July 1, 1992, adopt regulations to implement this section. Where appropriate and necessary, the department may incorporate materials and guidelines from the California Child Care Health Project Advisory Committee.

SEC. 2. No reimbursement is required by this act pursuant to Section 6 of Article XIIIB of the California Constitution because the only costs which may be incurred by a local agency or school district will be incurred because this act creates a new crime or infraction, changes the definition of a crime or infraction, changes the penalty for a crime or infraction, or eliminates a crime or infraction. Notwithstanding Section 17580 of the Government Code, unless otherwise specified in this act, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.

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Appendix I

Articulation - Letter of Agreement

CALIFORNIA STATE UNIVERSITY
NORTHRIDGE

School of Communication, Health and Human Services
Department of Family Enviornmental Sciences

May 20, 1994

MEMO: Sandy Lampert

RE: Intergenerational Care Course

FROM: E. Audrey Clark, Ph.D. E. Audrey Clark
Chairperson

I have reviewed the outline for the Intergenerational Caregiving Course given by Mission College. Although our university does not have a course that directly corresponds to the Mission offering, I believe that it would be a suitable elective or independent study for our students entering the field of intergenerational service. I commend Mission for offering such a course. It clearly addresses a need that has been unmet in our community.

California State University, Northridge · 18111 Nordhoff Street · Northridge, California 91330-8308
818) 885-3051 Fax: (818) 885-4778

PROFESSIONAL PLACEMENTS OF GRADUATES OF HOME ECONOMICS M.S. PROGRAM IN FAMILY RELATIONS/CHILD DEVELOPMENT

Children's Advocate, Ventura Juvenile Court
Child Devlopment Clinician, Infant Intervention Program, CSUN
Director, Child Development and Family Relations Laboratory, CSUN
Director and Owner, First Step Child Development Center
Director and Founder, International Adoption Agency
Doctoral Program, Oregon State University
Doctoral Program, University of Southern California
Doctoral Program, University of Maryland
Financial Advisor
Founder, Full-day Childcare at Seventh Day Adventist School
Teacher, Family Relations, Catholic Diocese of Los Angeles
Manager, Word Processing Department, Pepperdine University
M.F.C.C. and Part time faculty, Family Relations
Parent Educator, Adult School
Program Director, Children's Home Society
Professor and Chair, Department of Home Economics, CSUN
Professor, Child Development, Los Angeles Community College District
Researcher, UCLA

PROFESSIONAL PLACEMENTS OF CURRENT STUDENTS IN HOME ECONOMICS M.S. PROGRAM IN FAMILY RELATIONS/CHILD DEVELOPMENT

Adult School Instructor
Director, Jewish Federation Preschool
Childcare Management Company Employee
Elementary School Teacher
Family Day Care
Infant Intervention Program Assistant
Instructor, Child Development, Los Angeles County Community College
Instructor, Child Development, Ventura County Community College
LaMaze Teacher
On-site Hospital Childcare Program
Owner, Drop-in Childcare Center (Fashion Mall)
Teacher, Children's Center, Community College

SOME PROJECTS AND THESIS TOPICS OF CURRENT GRADUATE STUDENTS

Establish Intergenerational Daycare (Project)
Founder of Respite Care Facilty for Disabled/Elderly (Project)
Social and Behavioral Adjustment of Eight-Ten Year Olds as Predicted by Preschool Assessments (Thesis)
Oral History of Individuals Born During Depression Decade (Thesis)

Appendix J

Intergenerational Care Provider Brochures

Intergenerational Caregiving Certificate

F&CS 39 -	Intergenerational Care	5 units
FSM 101 -	Food Production	4 units
F&CS 38 -	In-home Elder Care *(2 units)*	
and/or		
CD 60 -	Introduction to Family Child Care *(1 units)*	1/2 units
CO-OP 931 -	Work Experience in Elder Care and Child Care	3 units
F&CS 37 -	Training for Gerontological Services *(3 units)*	
and/or		
CD 1 -	Child Growth and Development *(3 units)*	3 units

In order to meet the 6 unit licensing requirement for employment in early childhood programs, CD3 or CD4 is highly recommended.

F&CS 30 -	Family Relationships	2 units
F&CS 70 -	Development of Community Projects (Issues and Trends)	2 units

Total Number of Units in Certificate ..... 20/21 units

204

LAMC/F&CS 5-94

Los Angeles Mission College
13356 Eldridge Ave.
Sylmar, CA 91342-3244
(818) 364-7600

Los Angeles Mission College

Intergenerational Care Provider

Core Course and Certificate Program

205

Did you know that Los Angeles Mission College has a training program which prepares individuals to be competent caregivers for:

- *In-home Elder Care*
- *In-home Child Care*
- *Adult Day Care*
- *Family Day Care*

Are you satisfied with the level of training of your employees?

Have your employees completed their required First Aid/CPR training?

If you have answered no to any of the above questions, read on!

We are equipped to offer training at your site for a group of twenty-five persons or individuals may enroll for on-campus classes.

The five-unit course which follows is divided into one-unit modules. It is an introductory course. The cost of enrolling in a course here at Los Angeles Mission College is $13. a unit.

Intergenerational Care Provider Core Course

CAREGIVING
Module 1- (1 unit)

- Introduction to Caregiving
- Community Resources
- Control of Infectious Diseases
- Nutrition
- Sanitary Food Handling\Meal Preparation
- Training in Childhood\Elder Caregiver
- Injury Prevention
- Emergency Preparedness and Evacuation
- Field Work

HUMAN DEVELOPMENT /LIFESPAN FOCUS
Module 2- (1 unit)

- Overview Human Development
- Aspects and Issues of Aging
- Psychosocial Impacts and Issues of Caregiving
- Physical Fitness\Recreational Activities
- Diversity\Social\Emotional Issues
- Client Assessment
- Field Work

FIELDWORK COMPONENT
Module 3- (1 unit)

- Lecture including field trips, homework and testing

CPR/FIRST AID/SAFETY AND WELLNESS
Module 4- (1 unit)

BUSINESS OF CAREGIVING
Module 5- (1 unit)

- Career Planning\Personal Development
- Legal Issues\Rules & Regulations\Ethics\Insurance
- Client, Employer\Employee Rights\Responsibilities
- Work Performance Standards \Grooming
- Communication Skills \Report Writing\Charting
- Decision Making\Problem Solving \Time Management
- Interview Process
- Field Work

Act today call:

(818) 364-7696

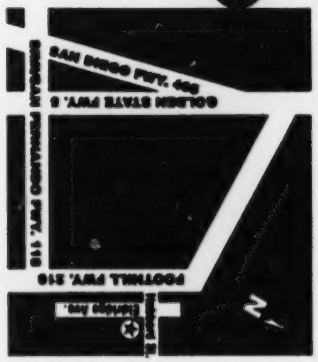
Professor Sandra Lampert

Intergenerational Caregiving Certificate

F&CS 39 -	Intergenerational Care	5 units
FSM 101 -	Food Production	4 units
F&CS 38 -	In-home Elder Care *(2 units)*	
and/or		
CD 60 -	Introduction to Family Child Care *(1 units)*	1/2 units
CO-OP 931 -	Work Experience in Elder Care and Child Care	3 units
F&CS 37 -	Training for Gerontological Services *(3 units)*	
and/or		
CD 1 -	Child Growth and Development *(3 units)*	3 units
	In order to meet the 6 unit licensing requirement for employment in early childhood programs, CD3 or CD4 is highly recommended.	
F&CS 30 -	Family Relationships	2 units
F&CS 70 -	Development of Community Projects (Issues and Trends)	2 units
Total Number of Units in Certificate		20/21 units

208

LAMC/F&CS 5-94



Los Angeles Mission College
13356 Eldridge Ave.
Sylmar, CA 91342-3244
(818) 364-7600

Los Angeles Mission College

Intergenerational Care Provider

Core Course and Certificate Program

209

Have you thought of caring for children or elders?

Does employment in the caregiving field interest you?

Prepare yourself for a career in the caregiving industry:

- *In-home Elder Care*
- *In-home Child Care*
- *Adult Day Care*
- *Family Day Care*

Enroll in the Intergenerational Care Provider Core Course and learn about the career opportunities in one of the fastest growing employment areas - the care provider industry.

This five unit course is divided into one-unit modules. It is an introductory course and is the first class in the certificate program. Cost- $13 per unit.

Intergenerational Care Provider Core Course

CAREGIVING
Module 1- (1 unit)

- Introduction to Caregiving
- Community Resources
- Control of Infectious Diseases
- Nutrition
- Sanitary Food Handling\Meal Preparation
- Training in Childhood\Elder Caregiver
- Injury Prevention
- Emergency Preparedness and Evacuation
- Field Work

HUMAN DEVELOPMENT /LIFESPAN FOCUS
Module 2- (1 unit)

- Overview Human Development
- Aspects and Issues of Aging
- Psychosocial Impacts and Issues of Caregiving
- Physical Fitness\Recreational Activities
- Diversity\Social\Emotional Issues
- Client Assessment
- Field Work

FIELDWORK COMPONENT
Module 3- (1 unit)

- Lecture including field trips, homework and testing

CPR/FIRST AID/SAFETY AND WELLNESS
Module 4- (1 unit)

BUSINESS OF CAREGIVING
Module 5- (1 unit)

- Career Planning\Personal Development
- Legal Issues\Rules & Regulations\Ethics\Insurance
- Client, Employer\Employee Rights\Responsibilities
- Work Performance Standards \Grooming
- Communication Skills \Report Writing\Charting
- Decision Making\Problem Solving \Time Management
- Interview Process
- Field Work

Act today call:

(818) 364-7696

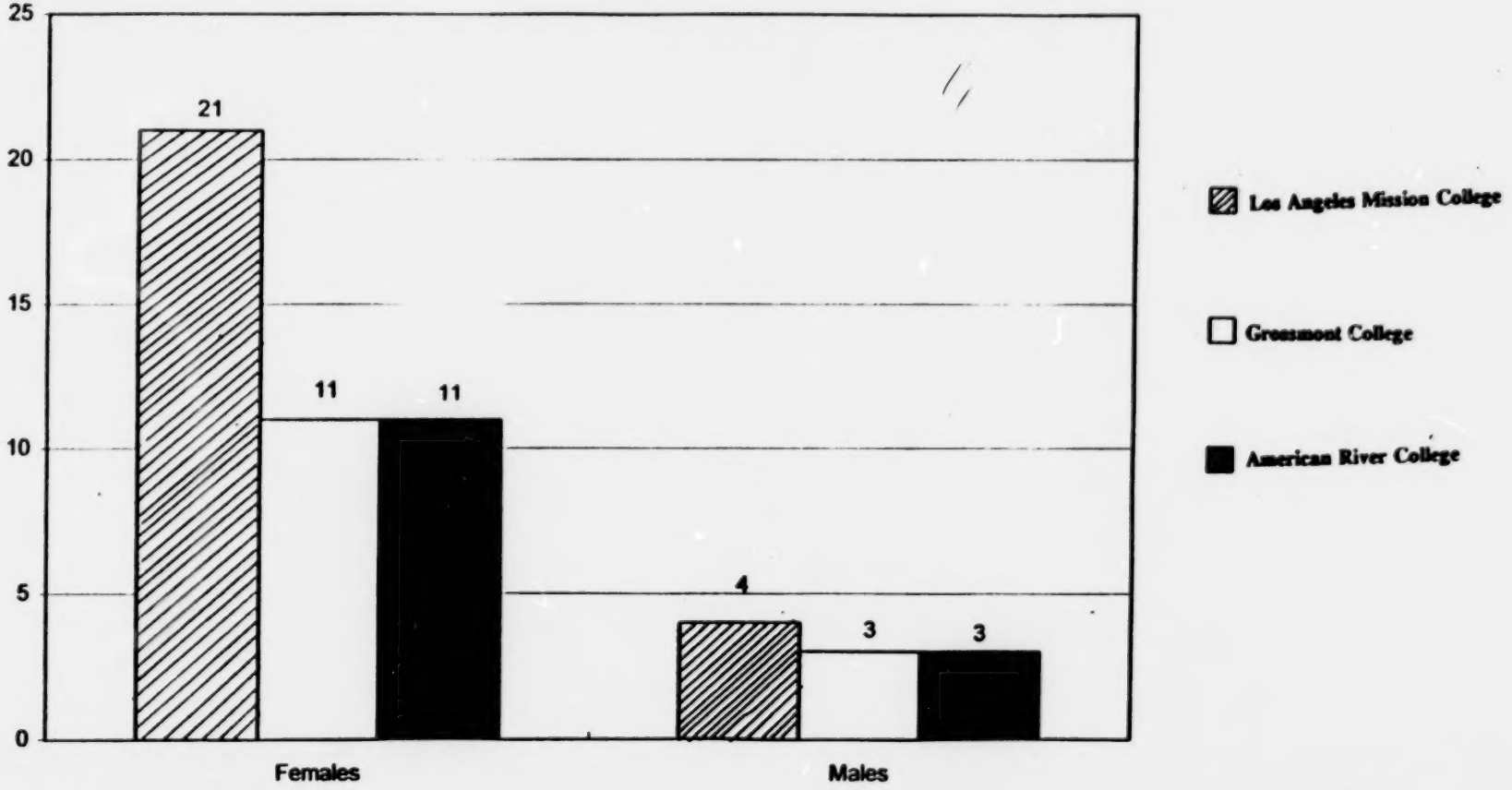
Professor Sandra Lampert

Appendix K

Student Data - Graphs

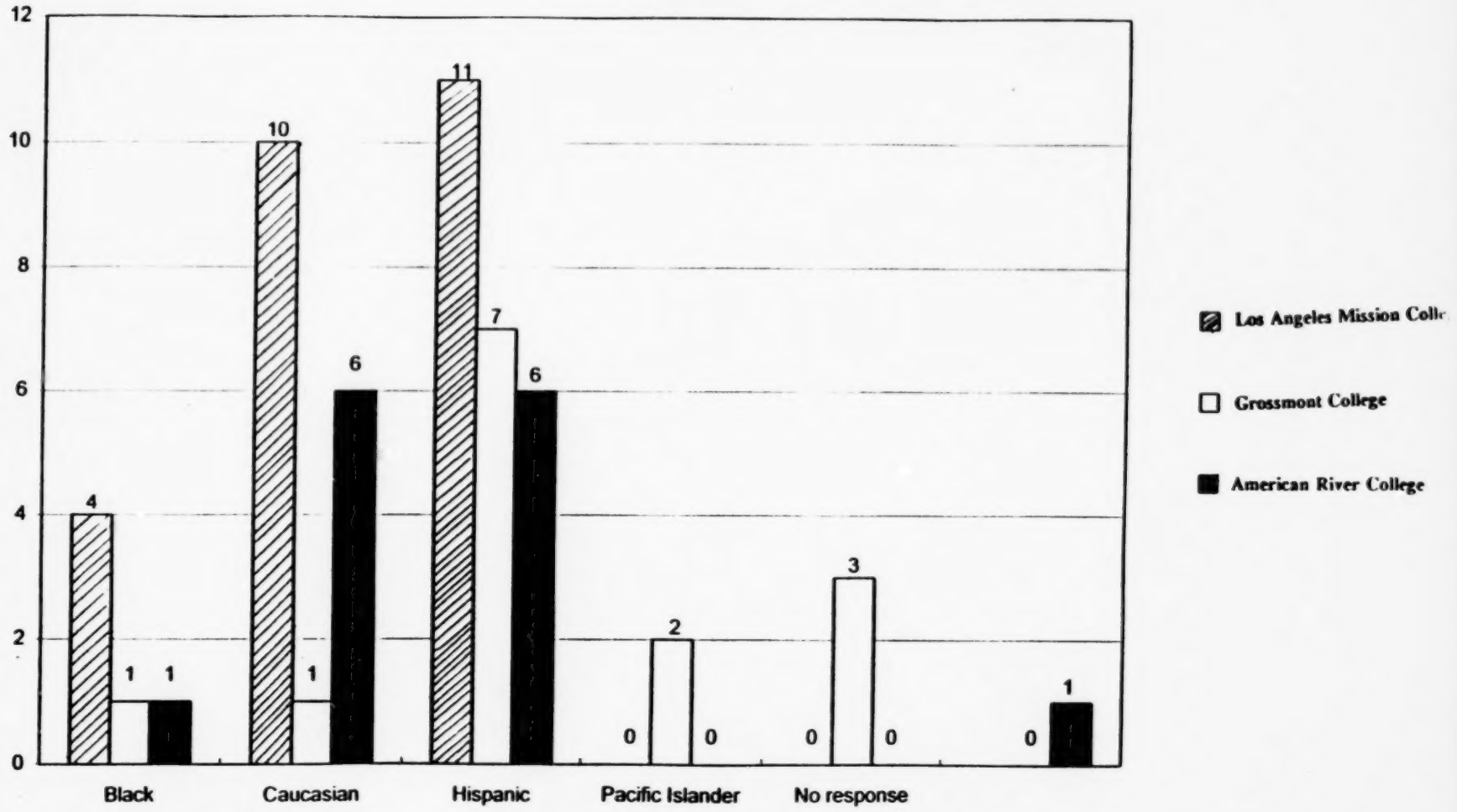
Comparison of Test Sites

Students
Gender



Comparison of Test Sites

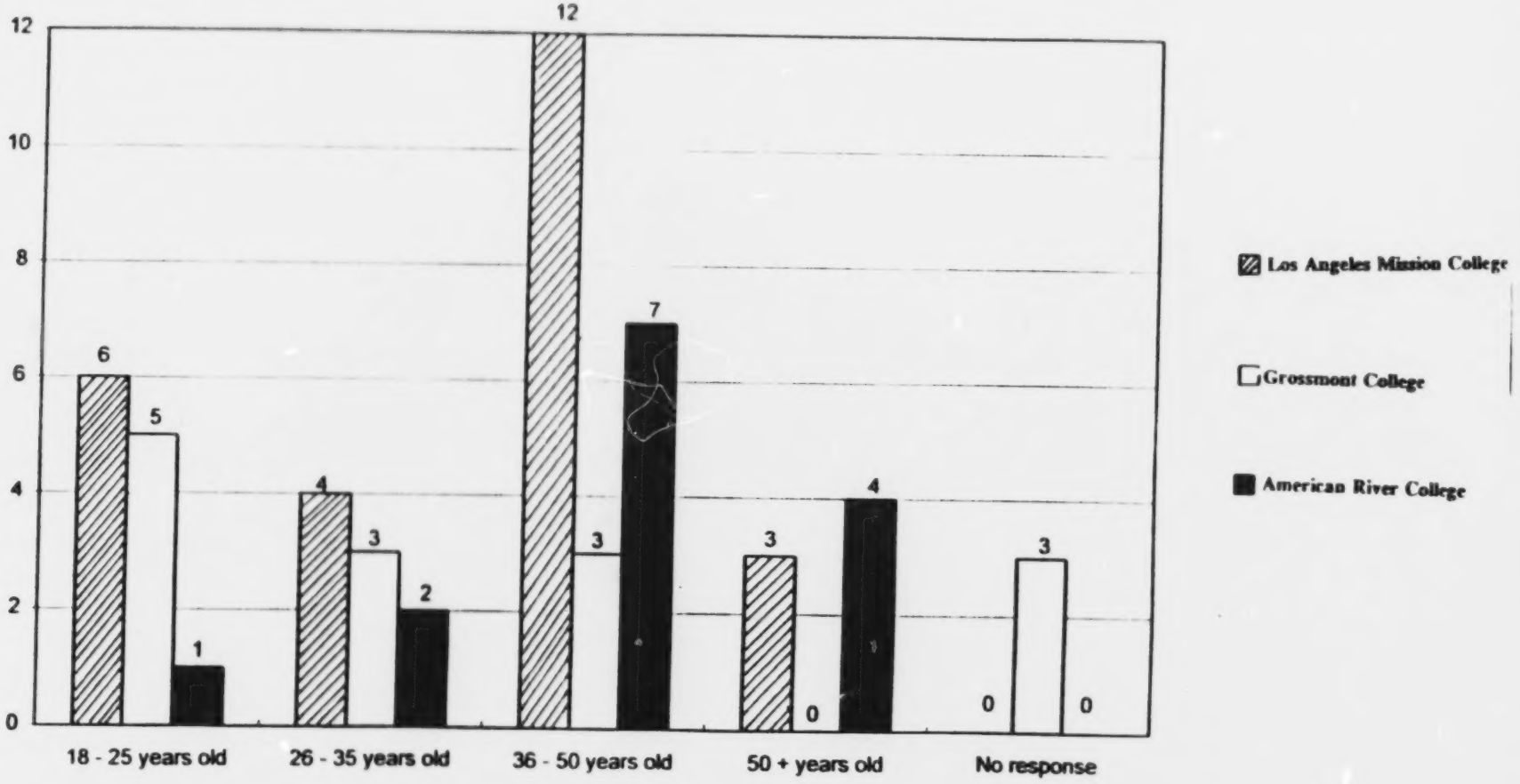
Students
Ethnicity



Comparison of Test Sites

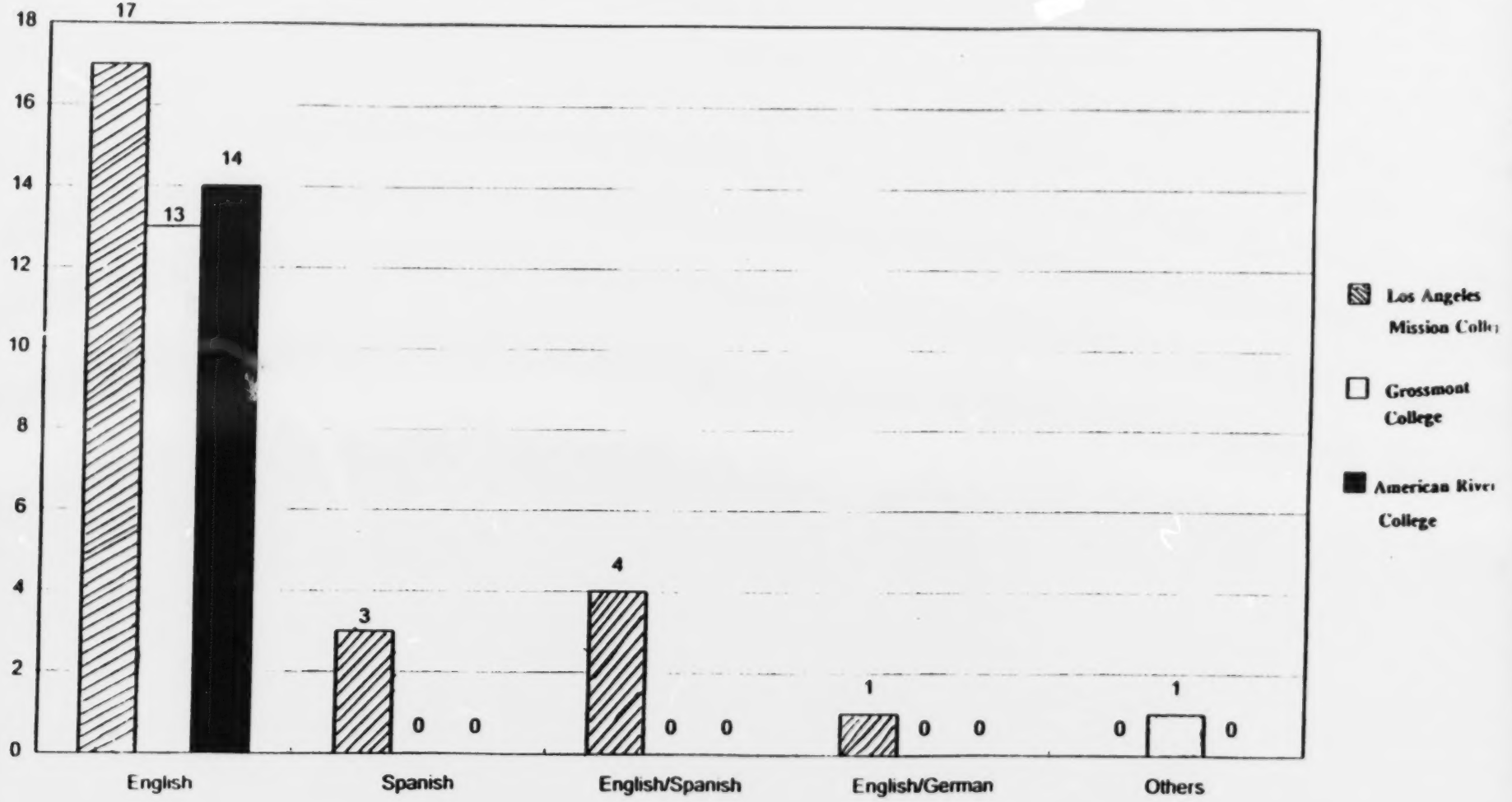
Students

Age Bracket



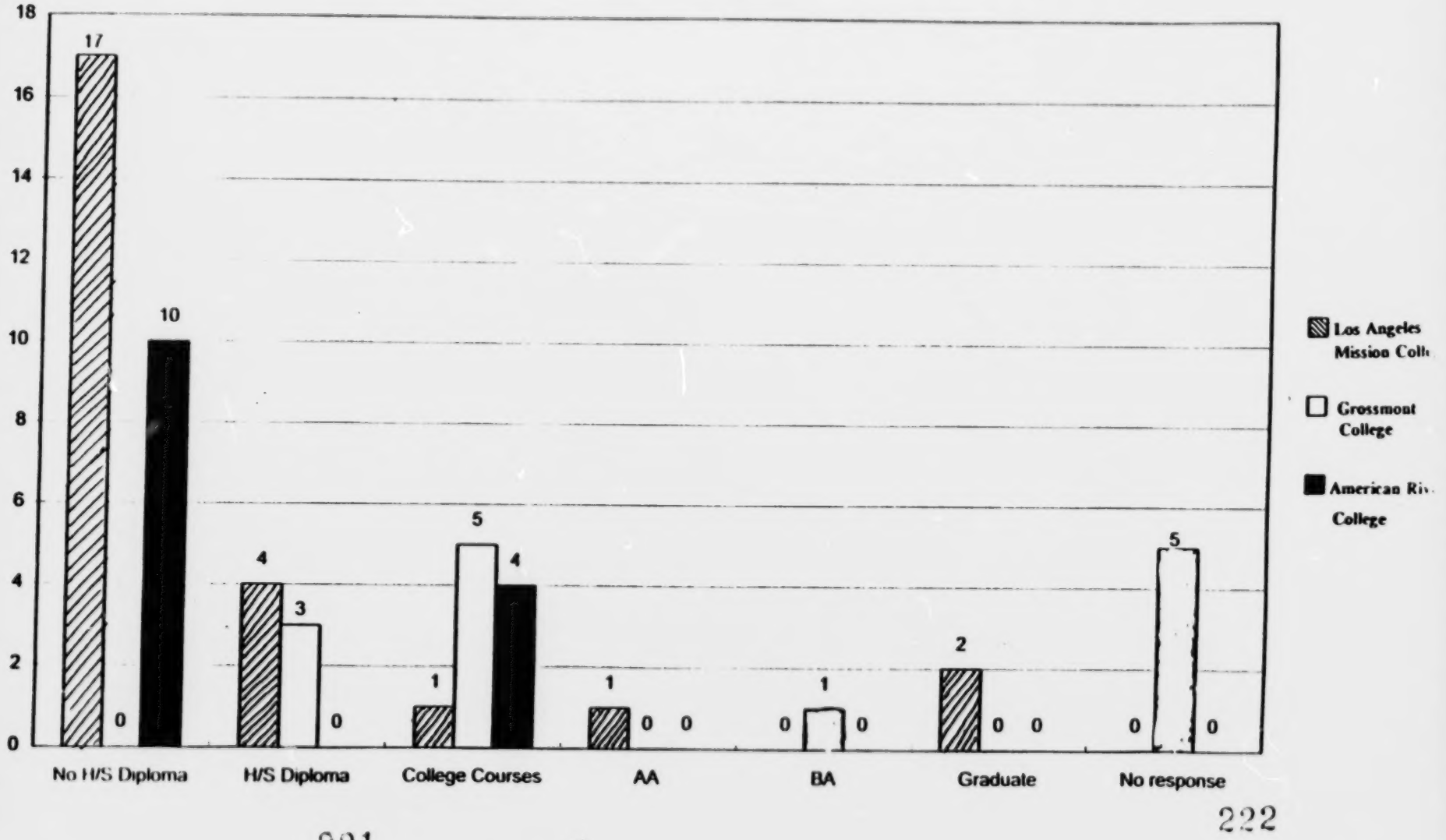
Comparison of Test Sites

Language Spoken in Students' Homes



Comparison of Test Sites

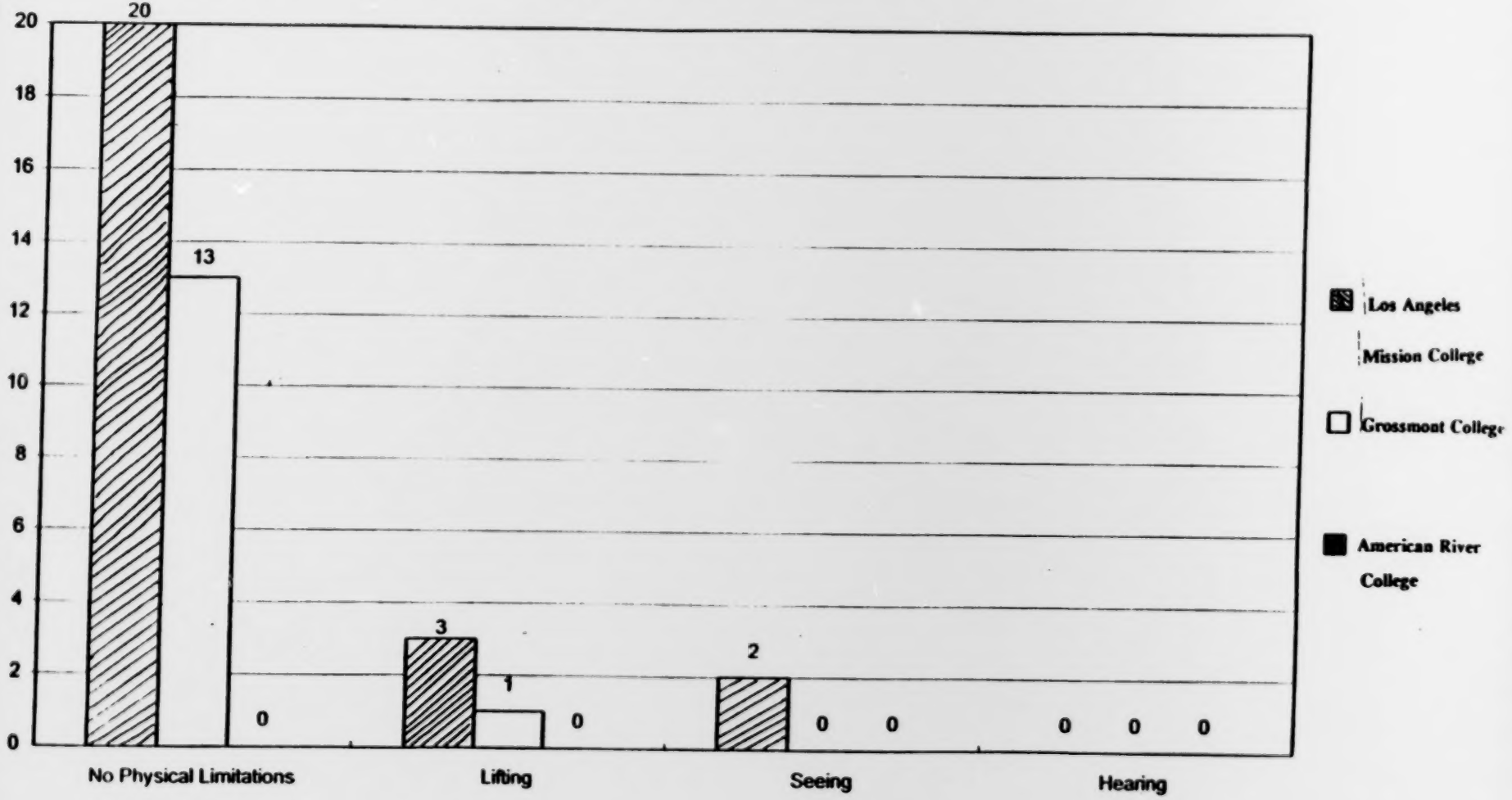
Highest Grade Level Completed by Students



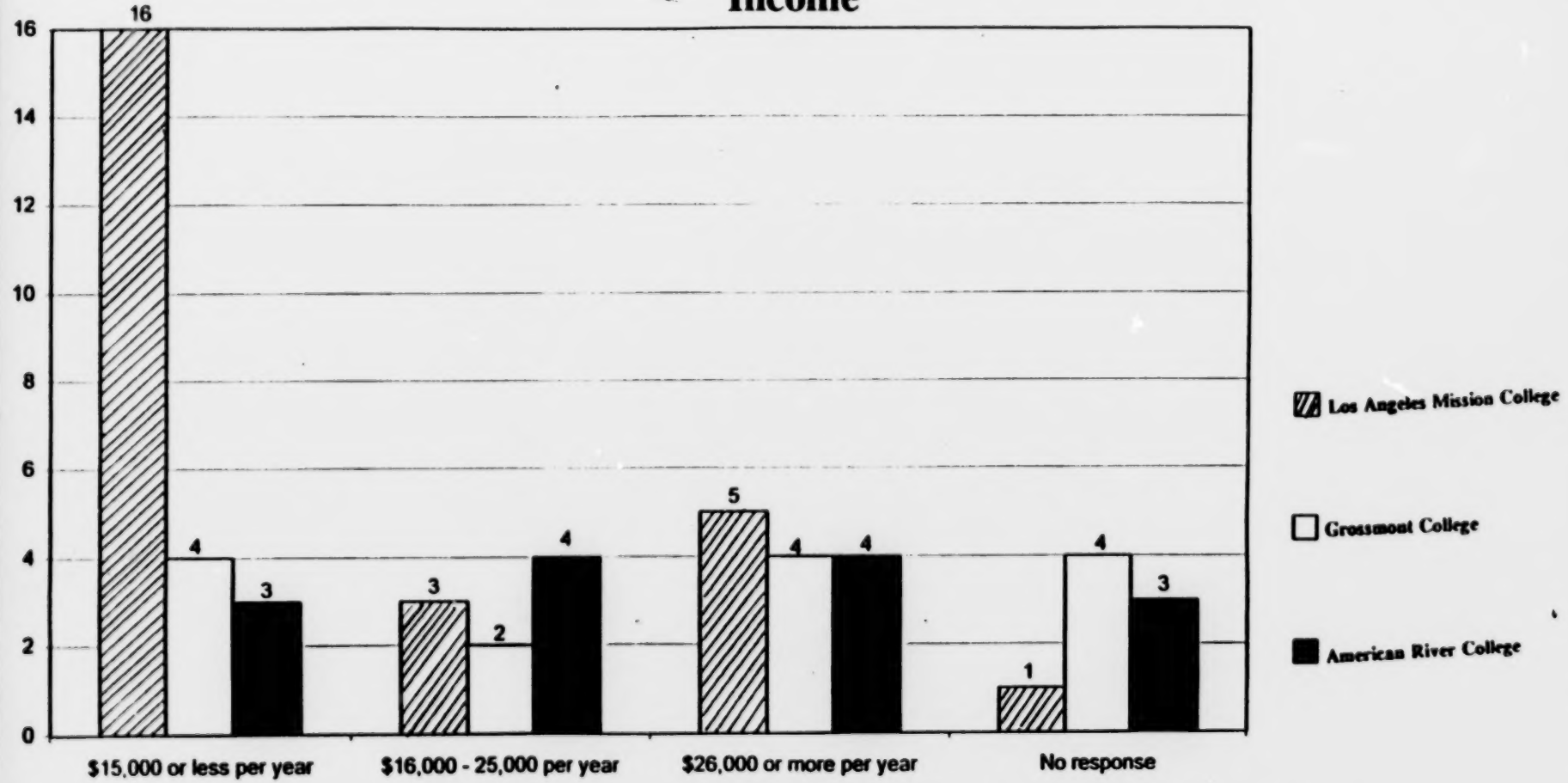
Comparison of Test Sites

Students

Physical Limitations



Comparison of Test Sites

Students

Income